

DOCUMENT RESUME

ED 287 954

UD 025 868

AUTHOR Pienaar, L.
TITLE The History of the Transvaal United African Teachers' Association.
INSTITUTION Human Sciences Research Council, Pretoria (South Africa).
REPORT NO ISBN-0-7969-0485-5
PUB DATE 86
NOTE 183p.; Photographs may not reproduce well.
PUB TYPE Historical Materials (060)

EDRS PRICE MF01/PC08 Plus Postage.
DESCRIPTORS Academic Freedom; *Blacks; *Foreign Countries; Government School Relationship; Political Issues; Politics of Education; Professional Autonomy; Self Concept; Social Action; Social Change; Social Problems; *Teacher Associations; *Teaching Conditions

IDENTIFIERS Apartheid; *South Africa (Transvaal)

ABSTRACT

This report recounts the histories of men and women who have been instrumental in establishing the Transvaal United African Teachers' Association (TUATA). It describes and assesses the main contributions of some of these people to black education in the Transvaal from 1904 to the present. The association is described as independent of government authorities, and claims of more militant South African organs that TUATA has worked too closely with the government are refuted. The report is divided into three parts. The first discusses the history of the African Teachers' Association in the Transvaal before 1957. The second focuses on the period after the founding of TUATA in 1957. The last lists achievements of TUATA. Among those achievements are the following: (1) introduction of compulsory free education; (2) reduction of the teacher/pupil ratio; (3) establishment of early learning centers; (4) Africanization of teaching; and (5) development of a common disciplinary code. (PS)

* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *

The history of the
Transvaal United African
Teachers' Association
(TUATA)

The history of the Transvaal United African Teachers' Association (TUATA)

L. Pienaar

Pretoria
Human Sciences Research Council
1986

Dr L. Pienaar

Institute for Educational Research
Executive Director: Dr S.W.H. Engelbrecht

Tuata Advisory Committee:
Mr L.M. Taunyane
Mr I.E. Zwane
Mr A. Th. R. Masipa

ISBN 0 7969 0485 5

© Human Sciences Research Council, 1986
Printed and published by
Human Sciences Research Council
134 Pretorius Street
Pretoria

TABLE OF CONTENTS

	CHAPTER	PAGE
1.	PERSPECTIVES ON THE HISTORY OF TUATA	1
1.1	Preface - (President - TUATA)	1
1.2	Memories of a pioneer teacher: Mr S.J.J. Lesolang	3
1.3	Author's Commentary	11
2.	HISTORY OF AFRICAN TEACHERS' ASSOCIATIONS IN THE TRANSVAAL BEFORE THE ESTABLISHMENT OF TUATA IN 1957	14
2.1	Schematic Representation of the origin and development of Black Teachers' Associations in the Transvaal	14
2.2	The need for the establishment of a society for Black teachers (about 1904-1906)	15
2.3	The Northern Transvaal Native Teachers' Association (NTNTA) 1904 (also known as "The Great North")	18
2.4	The Southern Transvaal Native Teachers' Association (STNTA)	21
2.5	Amalgamation of the NTNTA and the STNTA into the Transvaal Native Teachers' Association (TNTA) in 1919	22

2.6	The Transvaal Native Teachers' Association (TNTA) becomes the Transvaal African Teachers' Association (TATA) in 1926	24
2.7	The role of individuals in the early development of Teachers' Associations, with special reference to T.P. Mathabathe	25
2.7.1	Tlaoeng Phekgudi Mathabathe (1885-1943)	28
2.7.2	Nathaniel M. Ramokgopa	30
2.8	Achievements of the TATA and its Predecessors (1906-1956)	31
2.8.1	The establishment of promotion posts (1920)	32
2.8.2	Advisory Board of Native Education (1924)	34
2.8.3	Improving the standard of teaching and the training of teachers	35
2.8.4	Cultural activities	41
2.8.5	The struggle for better salaries for teachers and the improvement of working conditions in general	43
(a)	The Salary Test Case: Mr R.J. Rathebe vs. the Department of Education on withholding salary increments (July 1930)	50
(b)	The Blanket Campaign (May 1944)	56
(c)	The Molepo-Achterberg Case (1938-1941)	65

2.9	The great split which led to the establishment of the Transvaal Teachers' Union (TATU) 1950	68
2.10	Official magazines of the Transvaal Teachers' Associations	72
2.10.1	<u>The Good Shepherd (1911, 1923-1956)</u> becomes the official mouthpiece of the TATA	73
2.10.2	Editorial staff of <u>The Good Shepherd</u> (1911, 1923-1956)	77
2.11	Chronological list of officers of Transvaal Teachers' Associations from 1906 to 1956	80
3.	THE ESTABLISHMENT OF THE TUATA (1957)	86
3.1	Introduction	86
3.2	The amalgamation of the TATA and TATU. The establishment of the TUATA (26 June 1957)	86
3.3	The aims of the TUATA	89
3.4	Constitution of the Transvaal United African Teachers' Association	93
3.5	The TUATA's ties with other organizations	95
3.5.1	The African Teacher's Association of South Africa (ATASA)	95
3.5.2	World Confederation of Organizations of the Teaching Profession (WCOTP)	99

3.6	The TUATA Magazine	101
3.7	Chronological list of TUATA office bearers since 1957	105
3.8	Review	108
3.8.1	The "Koma" practised on Mr Amos Rakgoma Motsepe and the legal implications of this deed	108
3.8.2	Accident at Madikoti Technical College (27 September 1967)	112
3.8.3	In lighter vein	114
3.9	Conclusion	115
4.	ACHIEVEMENTS OF THE TUATA	116
4.1	Introduction	116
4.2	The Promotion of Black education in general	117
4.2.1	Equal educational opportunities for all children	117
4.2.2	The introduction of compulsory free education	119
4.2.3	The reduction of the teacher/pupil ratio	122
4.2.4	Bursary Scheme for promising students	123
4.2.5	Establishment of music and choir competitions and participation in eisteddfods	125
(a)	Choir and Music	125

(b)	Drama	127
(c)	Art	128
4.2.6	Establishment of early learning centres	128
4.3	The improvement of the status and working conditions of teachers	130
4.3.1	Equal pay for equal work and qualifications	132
4.3.2	Africanization of teaching	134
4.3.3	Improving the standard of teacher training	138
4.3.4	Establishment of a pension scheme	140
4.3.5	Improvement of conditions of leave	142
4.3.6	Legal Defence Fund (LDF)	144
4.3.7	Common disciplinary code	146
4.3.8	Salary scales	149
4.3.9	Employment of married women as teachers	151
4.3.10	Social and cultural activities	152
4.3.11	Services rendered to TUATA members	153
(a)	Group Insurance Scheme	153
(b)	Medical Aid Scheme	154
(c)	Buy-aid Scheme	154
4.4	Conclusion	154
4.5	Final remark	157

CHAPTER 1

PERSPECTIVES ON THE HISTORY OF TUATA

1.1 PREFACE (President - TUATA)

During momentous periods of his history man has experienced an irresistible urge to look to the past because it is one constant factor in his changing world. Man looks to the past to provide himself with an understanding of the present, the foundation on which his future must rest. The research for this publication has been an arduous task. It has brought the researcher into contact with many devoted people from many diverse places. This book on the history of the TUATA covering a period of 80 years does not claim to be a full history of the Teachers' Association and its activities in the Transvaal since its inception. It is, rather, an attempt



Mr L.M. Taunyane (President TUATA)

to tell the story of those dedicated men and women who have been instrumental in establishing the association and to describe, and re-assess the main contributions of some of these people. It is also meant to provide a qualitative and quantitative enrichment for readers, to acquaint them with the historical demand for education and community expectations in this regard. The various phases through which the TUATA has passed from time to time since its establishment by the founding fathers in 1904 to the present day are chronicled; how from small beginnings the TUATA has grown and has played a major role in Black society and the education of its children. An attempt has been made to present interesting facts to the general reader in a manner that will enable him to see the picture clearly; the history will also encourage both scholar and researcher to seek further and deeper. Account has been taken of the economic, social, political and educational development of the people through the corridors of time. If the reader can see this picture clearly and appreciate the effort that has been made to convey the facts in this compressed form then the object of the book will have been achieved.

L.M. TAUNYANE

A handwritten signature in dark ink, appearing to read 'L.M. Taunyane', with a stylized, flowing script.

1.2 MEMORIES OF A PIONEER TEACHER: MR S.J.J. LESOLANG

TRANSVAAL AFRICAN TEACHERS' ASSOCIATION ACTIVITIES
1930-1944

Two years after I commenced my teaching career, I joined the Transvaal African Teachers' Association (TATA) in 1930 through its Witwatersrand Branch (Rand Branch). In 1934 I became the chairman of the Branch. Black schools (Native schools at the time) fell administratively under missionaries of different denominations. They provided accommodation such as church halls and also erected school classrooms.



Mr S.J.J. Lesolang

The Transvaal Education Department (TED) provided teachers' salaries. The whole exercise was a partnership type of venture.

TEACHERS

There were unqualified teachers who had no training after passing Standard VI. The next group were those who underwent three years of teacher training and the very few who in addition to training passed Junior Certificate; the smallest group of all were those who held degrees. The graduate teachers were attached to teacher training institutions which had initiated secondary schools as well. At the time there were only five sec-

ondary schools in the whole Transvaal. Most teachers had acquired their secondary education through private studies whilst they were already teaching. Salaries were paid according to qualifications and the areas where the schools were situated.

Whilst Black teachers did their utmost to build their national education by recruiting children to schools, acting as social workers and trying to upgrade their qualifications under difficult circumstances the authorities failed to show appreciation materially.

TEACHERS' SALARIES AND CONDITIONS OF SERVICE

The discontent of teachers had always been caused by the treatment meted out by the partnership type of education administration under which they served. They never knew who their master was: whether it was the missionary superintendent or an official of the TED. This situation often caused confusion among teachers. Their unhappiness and bitterness grew because of low salaries and poor conditions of service. They were also concerned about the lack of high schools in their communities and the irregular and poor application of school feeding schemes. Taking salaries as one of the main causes of dissatisfaction that resulted in the teachers' salary campaign, one may or less show the position of their pay at that time:

Female: Qualified Std VI plus three years teacher training: R8 per month in 1927.

Male: Qualified Std VI plus three years teacher training: R9 per month in 1927.

These were supposed to be improvements on the R5 and R6 respectively paid previously. Two rands were added to the salary if a teacher who, in addition to a three-year certificate, held a Junior Certificate. In the case of matriculants, R4 was added. There were very few graduates and these were attached to training institutions and high schools. Their salaries were also hopelessly low. No salary scales were applied in any of the cases. When teachers asked for an increment the answer would be: "There are no funds available." This was a song for many years. Another bad thing was that teachers could be summarily dismissed without recourse. In some cases they were sacked for trivial matters.

WAR ALLOWANCE

When the Second World War broke out in 1939, employees, including government servants in all different spheres were given what was called a "War Allowance". Black teachers were excluded and this aggravated their plight. After a hard struggle they were paid an allowance of only R1 per month.

SALARY CAMPAIGN

In 1940 teachers' grievances reached a stage that caused them to react to the injustices they were subjected to by the TED. The executive of the TATA Rand Branch called a special general meeting of all teachers in Witwatersrand schools at Germiston (Dukathole Location). Here a resolution was passed to launch a salary campaign - sometimes called "Blanket Campaign" to improve teachers' salaries and their conditions of service in the Transvaal. The

Rand Branch spearheading the campaign put the following demands to the authorities.

1. An immediate increase in basic salaries based on an effective scale clearly showing yearly increments.
2. That summary dismissal of teachers be stopped and that they be allowed recourse.
3. That more secondary and high schools be built in black areas.
4. That school feeding schemes be adequately applied to ensure that every child participates in the scheme.

The campaign was challenging and was going to test the strength of Transvaal Black teachers. It was therefore necessary to embark on organisational work enlisting the public's moral and financial support on a large scale.

The Rand Branch had to get the approval and authorisation to go ahead from the mother body, TATA, which was at the time headed by Mr M.K. Molope of Pietersburg as President.

The green light was given at the association's A.G.M. held at Wilberforce, Evaton, in 1941. I was then elected president and many of my Rand Branch executive members were elected onto the main TATA executive., This was done because we had committed ourselves and were already deeply involved in the preparation for the struggle. The campaign was then officially launched. In the programme

of action that was drawn up, the following strategic points were to be followed:

1. Enlisting of support.
2. Raising of funds.
3. What action to take in the event of the TED not responding to the teachers' demands.
4. The appointment of the Salary Campaign Committee. This committee was later also known as "The High Command". The High Command included: E.S. Molepo of Orlando, D. Bopape of Brakpan, A.P. Mda of Orlando, E. Manyosi of Sophiatown, M. Kekana, A. Maghubela and Sydney Maseko of Orlando. The secretary Mr L. Msezane, like the president, served ex officio on all committees.

SUPPORT

The teachers enlisted the moral and financial support of all liberal political parties in the government and of those in the Transvaal Provincial Administration (TPA); the now defunct Native Representative Council; churches both White and Black; trade unions; parents and the general public. We also received support from teachers of other provinces of the Union of South Africa. Teachers in these provinces were better paid than those in the Transvaal.

FUNDS

We raised funds among our teachers themselves. Committees were formed throughout the country. Organisations supporting us did likewise and therefore funds were not a problem. In fact these enabled the executive and the High Command based in Johannesburg to send three to five teachers to address meetings organised in the Transvaal almost every fortnight. They visited places such as Louis Trichardt, Messina, Sibasa, Duiwelskloof, Pietersburg, Blouberg and the whole of the eastern and western Transvaal.

Teachers were determined to carry the struggle to the bitter end and pledged themselves and said that in the event of the TED not responding to their demands, giving their usual answer: "Funds are not available", they would, as an alternative, go to classrooms to teach barely dressed.

They were prepared to go barefooted, dressed in a pair of trousers, a vest and/or a blanket for inclement weather. Lady teachers would also dress as barely as they could. They went further and said that they would organise the sale of illicit liquor in their homes to make a living.

REACHING CLIMAX

The climax, after intensive work and the mobilisation of supporters, was reached in April 1944 when marching demonstrators carried placards with slogans reading "Hungry teachers can't teach hungry children", "We want Education not Native Education", "We want to see teaching as a Noble Profession. Not of professional Beggers", "We

want a school-feeding scheme for all ", etc., through the main streets of Johannesburg. A mass gathering of just over 12 000 teachers, parents, children and the general public assembled at the famous Bantu Sports Grounds and started marching to the Bantu Mens's Social Centre in Eloff Street. The demonstrators continued down Marshall Street where they were confronted by the Chief Magistrate of Johannesburg, Mr Elliot, personally carrying a banning order to stop the march. Police carrying batons had their arms locked into one another and formed a chain that stretched from a building wall to the wall of the building across the street.

The banning order was defied and a scuffle developed between the police and the demonstrators, and at this point I was arrested. According to plan, I was immediately replaced by Sydney Maseko. The High Command and one hundred and five other leaders were ready to replace the arrested as soon as they were taken away by the police. The magistrate, realising the gravity of the situation, quickly lifted the banning order and instructed that I be released to lead the demonstration. He ordered that it must be orderly and peaceful. In the meantime the womenfolk had rushed from the back of the march to break the police chain. The demonstration march was resumed and went down Eloff, Pritchard, Rissik, Plein and Von Wielligh Streets back to the Bantu Sports Grounds where the gathering was addressed by leaders of different organisations.

TED APPOINTS A DEPARTMENTAL COMMISSION OF ENQUIRY

The result of the demonstration was that the TED answered by appointing a departmental commission of enquiry into the Black teachers' plight. It had to report with recommendations to the education authorities for consideration. The commission consisted of Dr W.W.M. Eiselen, Chief Inspector of Native Education in the Transvaal as the chairman, the TED Secretary, a principal of Benoni High School for Whites, a Pretoria Chief Native Commissioner, a member of the Native Representative Council Mr Selope Thema and myself representing the TATA.

The commission immediately went to work and came out with favourable recommendations which the TED accepted. Very basic salaries commencing at something like R20 and R30 as against R9 and R11 per month were welcomed. Teachers' salary scales were introduced as promised by Dr Eiselen at the commission of enquiry. Work was started on an insurance scheme and secondary schools would be built within range of every Black child.

Here I should state that if ever a promise was made and fulfilled it was in this case of the erection of secondary and high schools.

Today teachers can look back with pride to see that in every village or town sufficient black schools have been built.

S.J.J. LESOLANG (4 March 1985)



- 10 -

In 1983 Mr L.M. Taunyane, in his capacity as president of the Transvaal United African Teachers' Association, requested the Human Sciences Research Council to put the history of this teachers' association on record. The aim of the project was to review the most important developments in Black education over the past eighty years, starting with the establishment of the first association for Black teachers in the Transvaal in about 1904.

A preliminary study of the available literature quickly revealed that there was not enough documented information to provide a complete overview of these associations, as the data on the founding years and early initiatives in particular were missing. Because of this lost information, important historical developments could not be verified and there were many discrepancies with regard to dates and the spelling of surnames. Sometimes recollections of certain events were recorded too long after the event, leading to different interpretations and even contradictions. In his brief review of the history of Black teachers' associations in the Transvaal, Phago (1966, p. 7) describes the complexity of the undertaking as follows: "To write a review of the history of an organization such as ours, is not a simple task. It is more difficult when one is unable to refer to records of the past. To depend on verbal accounts made by contemporary pioneers alone without verification presents a more complex problem". Taunyane (1977b, p. 35) also refers to the extent of the research problem when he mentions that many valuable documents had been destroyed or lost over the years. It was to prevent the disappearance of more

irreplaceable documents that the TUATA officially handed over past records of the Association to the Unisa Documentation Centre for African Studies on 7 May 1977.

Institutions in Pretoria such as the State Library, Unisa archives and the Human Sciences Research Council have only limited sources of information of issues of The Good Shepherd (1911, 1923-1956) and TUATA (the TUATA's magazine) (1958-1985) at their disposal that are in the possession of these institutions. None of the issues of The Good Shepherd that had appeared in 1911 could be found. The loss of these early issues means that an irreplaceable research source has disappeared.

The history of the TUATA can be written chronologically or thematically. As a thematical account would be confusing chronologically, it was decided to use the chronological method. The reader will find, however, that certain matters pertaining to the service conditions of teachers, such as their remuneration, have cropped up regularly since the establishment of the first Black teachers' associations in the Transvaal and that they are therefore mentioned repeatedly. Because they were not finalized at any stage no specific teachers' association can be credited with improving conditions of service either.

Information on the history of the TUATA was obtained mainly from official education mouthpieces, The Good Shepherd (1923-1956) and TUATA (1958-1984), that had been issued by former and current teachers' associations. These sources provide a direct account of the actual edu-

cational events for a particular month or term and as such are primary sources for research.



Pioneers who played an important role in the history of TUATA
L. to R.: Messrs. A. Th.R. Masipa, E.M.J. Phago, S.J.J. Lesolang
and L.M. Taunyane

CHAPTER 2

HISTORY OF AFRICAN TEACHERS' ASSOCIATIONS IN THE TRANSVAAL BEFORE THE ESTABLISHMENT OF TUATA IN 1957

2.1 SCHEMATIC REPRESENTATION OF THE ORIGIN AND DEVELOPMENT OF BLACK TEACHERS' ASSOCIATIONS IN THE TRANSVAAL

1904-1906

STNTA
(Pretoria)

NTNTA
(Pietersburg)

1919

TNTA (Grace Dieu, Pietersburg)

1926

TATA (Ermelo)

1950

TATA
(Urban)

"The Great Split"
(Pietersburg)

TATU
(Rural)

1957

T U A T A (White River)

- STNTA : Southern Transvaal Native Teachers' Association
NTNTA : Northern Transvaal Native Teachers' Association
TNTA : Transvaal Native Teachers' Association
TATA : Transvaal African Teachers' Association
TATU : Transvaal African Teachers' Union
TUATA : Transvaal United African Teachers' Association

2.2 THE NEED FOR THE ESTABLISHMENT OF A SOCIETY FOR BLACK TEACHERS (ABOUT 1904-1906)

T.P. Mathabathe (1931, p. 5) once remarked that the history of the Transvaal African Teachers' Association (TATA) was also the history of Black education in the Transvaal. This statement is corroborated by research which has revealed that the various teachers' associations (see 2.1) served as sensitive barometers for identifying and expressing the aims, needs, successes and shortcomings of Black education in the Transvaal.

To obtain a full account of the history of Black education in the Transvaal we shall have to return to approximately 1904-1906, when Black education was still in its infancy and there was no question of organized Black teachers' associations. The beginning was modest and there were few indications of any significant say by Blacks in education or of negotiations in this regard. Unfortunately no information is available on the circumstances leading to the establishment of the first Black teachers' associations. Phago (1966, p. 7) states that if records of meetings had existed, they have since been destroyed.

The initial control and financing of Black education was managed mainly by missionaries from the various mission societies (cf. 2.8.5). A lack of funds was the main obstacle in the way of adequate remuneration for teachers and the provision of educational facilities. Although the government of the day started a system of "grants-in-aid" at the end of the Anglo-Boer War in 1902, many schools preferred not to make use of it. Phago (1966,

p. 7) mentions that there were 177 "unaided" schools in the Transvaal in 1906, with 8 492 registered pupils, as opposed to the 197 "aided" schools with 11 730 pupils.

Although the various mission societies should receive credit for their educational initiatives, their lack of a well-planned and uniform educational structure and also of money gave rise to dissatisfaction and ineffectiveness right from the start. Even though two decades of mission education had passed, in 1931 Mathabathe (p. 5) still described the African teacher's dilemma as follows: "The position today is, a Native teacher is not legally regarded as a teacher in the true sense of the word, or in other words, not a Civil servant, because he does not teach in a public building and is not entirely paid out of public funds. He is not entitled to pension privileges. He has no security of tenure. Native education is financially strangled".

In an effort at obtaining better negotiating powers, veterans such as T.P. Mathabathe, S.M. Makgatho and I. Poho took the initiative in establishing a teachers' association for Black teachers in the Transvaal. In 1904 the Rev. C.M. Sehlapelo was already active as a founder member and he was also the first treasurer of the "Teachers' Organization" (Diamond Jubilee... 1966, p. 21).

In his presidential address at the Golden Jubilee celebration of the Transvaal African Teachers' Association (1906-1956), Kwakwa (1956, p. 1) alleged that it was not an "instinct of gregariousness" as such that was uniting the teachers, but rather the upliftment of the community,



Mr I.R. Poho



Rev. C.M. Sehlapelo

the improvement of the Black child's education and the improvement of working and service conditions. With regard to the latter, the poor and irregular remuneration of Black teachers induced them to unite and, eventually, establish a power bloc.

According to Phago (1966, p. 8) it was only in 1906 that a consolidated and permanent organization was formed that could represent the points of view and aspirations of the Black educational profession. In the early years teachers' associations concerned themselves mainly with organizational work. Only after 1910 could attention be paid to the improvement of Black education (Record of the work... 1937, p. 17)

The more or less simultaneous establishment of the first two teachers' associations for Black teachers in 1906 can



Diamond Jubilee Conference 1966: Some of the pioneer teachers

L. to R. (front row): J. Mosoabi, Rev. C.M. Sehlapelo,

J.M. Lekgetha and S.W. Mahuma

L. to R. (back row): Segale, J.R. Rathebe, E.M.J. Phago and J.S.M. Khumalo

in large measure be attributed to geographical considerations. The Transvaal was too vast and transport and communication too limited to enable all the teachers in the province to come together at one place. What was important, however, was the teachers' desire to unite their forces in the interests of their profession and the education of Black children. Against this background the Northern Transvaal Native Teachers' Association and the Southern Transvaal Native Teachers' Association, which will be discussed later, were established.

2.3 THE NORTHERN TRANSVAAL NATIVE TEACHERS' ASSOCIATION (NTNTA) 1904 (ALSO KNOWN AS "THE GREAT NORTH")

According to Lekgetha (1931, p. 6), "The Great North" already existed as a non-official association in 1904. It was founded officially in a "little village" (Pietersburg) in June 1906, shortly after the conclusion

of the Anglo-Boer War (1899-1902). Pietersburg soon became the headquarters of the NTNTA or "The Great North". The NTNTA was so named because of its many branches. Virtually every Black teacher in the Northern Transvaal belonged to this association at some stage or other.

The first office bearers of the NTNTA were Messrs E. Mpe (president), Mbekezi (first chairman), F. Bota (second chairman), Lekgothoana (secretary), Nqase (assistant secretary), Rammala (treasurer) and Montjane and Segoa (additional members). Mpe's first term as president was extremely short, however, as he was replaced by the Rev. F.G. Briscoe in 1907. The drafting of a constitution was the task of Messrs Mpe, Tabane, Bota and Mbekezi (Lekgetha 1931, p. 6). Peteni (1983, p. 16) and Phago (1966, p. 8) maintain that S. Thema was the first chairman of the NTNTA.)

Edward Mpe is generally regarded as the founder of the NTNTA - a task that he began in 1904 (The passing of... 1934, p. 18). (However Khumalo (1974, p. 10) maintains that L.M. Molepo was the first President of the NTNTA and that he was probably succeeded by Mpe.) Other teachers who were very active members of the association were Messrs D.C. Marivate, S.J.M. Phaladi, A.E. Mpapela, I.A. Semanya and Mokgokong. During the association's first years, an enormous amount of organizational work was done by Mr Z. Rammala, who travelled far and wide through the Northern Transvaal for ten years organizing branches and promoting the image of teachers' associations. He was particularly interested in gaining the support of the mission societies for the NTNTA (Lekgetha 1931, p. 6).

The NTNTA also had its growing pains. Mr I. Tabane (quoted by Lekgetha 1931, p. 6) refers to the first years as follows: "After this year (1906) the association existed, but proceeded very weakly. There were spasmodic efforts made now and then till it (the association) forced its attention on the public...".

In order to have the NTNTA recognized by the Transvaal Education Department, which initially was only a subordinate partner in Black education if compared to the mission societies, the president of the association had to be White. The Transvaal Education Department probably insisted on this because Black education, to start off with, was controlled almost exclusively by mission societies, which were wholly managed by White missionaries. From 1907 to 1917 the Rev. F.G. Briscoe of the Kilnerton Training Institute was the White representative and President of the NTNTA (Phago 1966, p. 8). Messrs S.H. Thema, L. Molepo and C. Sehlapelo were elected as vice-president, secretary and treasurer respectively. Mr N.M. Ramokgopa, who later became supervisor of schools, also became a member of "The Great North" (Lekgetha (1931, p. 6). From 1920 to 1926 and under the presidency of the Rev. W.A. Palmer, later Dean of Johannesburg, unification of Black teachers progressed rapidly. Palmer promoted the interests of Black teachers in all respects, and his positive attitude reflected the good relations that existed between these teachers and the mission societies.

In the course of time "The Great North" became so prominent in relation to other branches in the Transvaal that, in a letter to The Good Shepherd (December 1937, p. 4),

Mr S.S. Malgas objected to the fact that members of "The Great North" filled most of the executive posts in the TATA.

2.4 THE SOUTHERN TRANSVAAL NATIVE TEACHERS' ASSOCIATION (STNTA)

The headquarters of the STNTA were in Pretoria. The association was probably founded in 1904 (One purposeful step... 1970, p. 2). Mr S.M. Makgatho was the chairman of the association until 1908. He later became the President of the African National Congress in the Transvaal (Phago 1966, pp. 7-8).

As in the case of the NTNTA, this association was also obliged to appoint a White president in order to gain recognition by the Transvaal Education Department. As a result of this stipulation the Rev. F.G. Briscoe of the Kilnerton Training Institution was the president between 1909 and 1917.

According to Phago (1966, p. 7), the STNTA was more vocal than its Northern Transvaal counterpart, the NTNTA. Even so, little is known about the early history of this teachers' association.

The fact that two teachers' associations were established between 1906 and 1919 should be attributed only to physical limitations, in particular the vastness of the Transvaal. Conflicting points of view such as those that led to the split between the TATA and the TATU (see 2.9) were not at issue here. The amalgamation of the NTNTA

and STNTA into the Transvaal Native Teachers' Association (TNTA) was therefore a relatively easy step.

2.5 AMALGAMATION OF THE NTNTA AND THE STNTA INTO THE TRANSVAAL NATIVE TEACHERS' ASSOCIATION (TNTA) IN 1919

In 1917 a historic conference was held at the Diocesan Training College (better known as Grace Dieu) in Pietersburg to discuss the amalgamation of the NTNTA and STNTA. A delegation from the STNTA consisting of Messrs T.P. Mathabathe and S. Mphahlele conferred with the delegates from the NTNTA. No definite decisions regarding the amalgamation were taken, but it was decided that a delegation from the North, Messrs S.H. Thema and Lekgau Molepo, would meet the South's delegates at Bethanie in the same year (Lekgetha 1931, p. 6).

Owing to a flu epidemic no conference was held in 1918 and the negotiations had to be postponed until 1919. In that year a convention was held at Grace Dieu in Pietersburg that was well attended by representatives from the North and South. It was decided at the convention to have only one constitution in future. Through concerts and grants the North managed to collect R78 to defray essential costs (Lekgetha 1931, p. 6).

According to Phago (1966, p. 8) the respective delegations from the NTNTA and STNTA contributed the following founder members to the new association: North: Messrs Samuel Thema, Edward Mpe, Nathaniel Ramokgopa, Z. Rammala, C.M. Sehlapelo, Lekgau Molepo and Leshilo; South: Messrs T.P. Mathabathe, Stephen Mphahlele, Seth

M. Mphahlele, I.R. Poho, A.T. Raborife and Lazarus J. Mokgeledi.



Chief J.O. Mamogale
(Founder member of TATA)



Mr S.H. Thema

The first joint conference of the two united teachers' associations was held at Doornkop in December 1920. Among the representatives from the North were Messrs N.M. Ramokgopa and A. Lekgetha (Lekgetha 1931, p. 6). Founder members such as Messrs Rammala and Ramokgopa travelled from place to place to organize new branches. The Witbank branch, for example, was established in 1923 through the efforts of E.M.J. Phago, and J.P. Knox. Khomo had a large share in the founding of the Eastern branch in 1924 (Phago 1931, p. 7).

The name of the new association was the Transvaal Native Teachers' Association (TNNTA). Mr T.P. Mathabathe was elected general secretary of the amalgamated association

and the Rev. J.E. Reeves from Kilnerton as president (Phago 1966, p. 8). Shortly afterwards the Rev. Reeves was succeeded as president by the Rev. W.A. Palmer, and Mr S.H. Thema was elected vice-president of the association.

2.6 THE TRANSVAAL NATIVE TEACHERS' ASSOCIATION (TNTA) BECOMES THE TRANSVAAL AFRICAN TEACHERS' ASSOCIATION (TATA) IN 1926

During a conference at Ermelo in July 1926 the term "Native" was replaced by "African", and the name "Transvaal African Teachers' Association" (TATA) was approved (Notes and comments 1926, p. 1). T.P. Mathabathe (1931, p. 5) defended the TATA's right of existence as follows: "A strong

organisation is needed to protect your salaries, your rights and privileges, and to lift up the masses of our people out of ignorance and darkness. Do not forget that the ship does not always sail through calm waters." In the course of time the activities of the TATA's secretary expanded to such an extent that the Executive Management decided to appoint a full-time secretary and in March 1945 the post was advertised in The Good Shepherd. At a conference held in

No. 209
The Transvaal African Teachers' Association.
<i>This is to certify that</i>
<i>Mrs. D. Marivate</i> is a bona-fide member of the T.A.T.A. in terms of Article III (a) of the Constitution. Issued at <i>Pretoria</i> this <i>1st</i> day of <i>March</i> 1937 Subscription due <i>Nov-Dec</i> <i>J. K. Mathabathe</i> President <i>A. Moneki</i> General Secretary

TATA Membership card

(Issued to Mr D. Marivate on the 1st March 1937)

Emmerentia in July 1945 the retiring president, Mr S.J.J. Lesolang, was appointed as executive officer. An office was rented in the Progress Building in the city centre of Johannesburg and a full-time clerk appointed. However, owing to financial problems, the post of secretary and subse-



Mr S.P. Kwakwa
(Last President of TATA, 1953-1956)

quently that of clerk had to be abolished (Phago 1966, p. 12). The last President of the TATA when it was disbanded in 1956 was Mr S.P. Kwakwa.

2.7 THE ROLE OF INDIVIDUALS IN THE EARLY DEVELOPMENT OF TEACHERS' ASSOCIATIONS, WITH SPECIAL REFERENCE TO T.P. MATHABATHE

If the history of the development of Black teachers' associations is studied up to the establishment of the TATA in 1926, it can be seen that certain educational leaders emerged to play a prominent role in shaping Black education. Several of these leaders have already been mentioned and Marolen (1972, p. 14) refers to pioneers such as T.P. Mathabathe, Dr J. Nhlapo, S.J.J. Lesolang, E. Tlakula, M. Mphahlele, J.M. Lekgetha, S.P. Kwakwa, E.M.J. Phago, the Rev. D. Marivate, Prof. D.D.T. Jabavu, Dr A.B. Xuma, R.V.S. Thema and Dr P.I. Sema as the great leaders

of their time in the field of education. Lekgetha (1947, pp. 7-9) also refers to the pioneering work that was done by the founder members: "The real founders of TATA have crossed the bar. Simple, unlettered, but sincere and foresighted, they made history." He singles out TATA members such as Mpe, Rammala, Khomo, Poho, Mathabathe, Ramokgopa, Sehlapelo and Raborife for the role they played after the first efforts at amalgamation in 1917.



Executive Committee - 1939

Standing: Mr C.R. Ntuli, Mr A.E. Mpapele, Mr A.A. Kunene, Mr P.J. Manzini,
Mr J. Mosia

Sitting: Mr L.L. Radebe, Mr S.P. Kwakwa, Mr M.K. Molepo, Mr J.J. Musi, Mr O. Mlisa

In The Good Shepherd of December 1937 (p. 17) I.H. Poho is mentioned as the "founder and organizer" of the TATA. The enormous task of amalgamation was continued by younger members like S.P. Mqubuli, L. Mokgeledi, the Mphahleles, N.G. Mokone, D.C. Marivate, P. Segoa, Kuzwayo, S. Rakumakoe, the Rathebes, J. Letsoalo, E. Phago, Mtenda, the Rev. Mokgokong, Ramothibe, S. Molala, S. Dzivhane, L. Radebe, S. Phaladi and E. Mpapele (Lekgetha 1947, pp. 7-9).

TUATA members are extremely appreciative of the struggle that was waged through the years by the education veterans under the aegis of the TATA (and later the TUATA) in the interests of Black education. Consequently recent TUATA office bearers have expressed the need to honour these people for their respective contributions in a fit manner. Kwakwa (1973, p. 6) describes this wish as follows: "I hope that the day will dawn when the Association will not only compile the names of the celebrated forerunners whose noble contribution towards carving the proper place of the African teacher in the educational system in the Transvaal as an invaluable legacy, but will in some way or other monumentalise their memory, because according to my way of thinking a people who honour their heroes have a rightful claim to freedom." Senyatsi (1974, p. 6) suggests that the names of the teaching pioneers be mentioned in history books (Social Studies) so that young teachers and children can take note of their work: "Most of these people whose names I have mentioned at random (Dubes, Plaatjies, Mathabathes, Molepos, Jabavus, Vilakazis, Matthews, Mochochokos, Nhlapos, Nkomos) are not known to the young teachers and children at school. After a few years they will be completely forgotten. No one will blame the coming generations for lack and loss of historical bearings. The fault will be placed squarely at our doorsteps, we of the present generation." (1974, p. 6).

Consensus may not necessarily be reached on the identification of pioneers in Black education and on the recognition of their work. The progress of Black education in general should rather be attributed to the zeal and com-

petence of a team of workers who, separately or jointly, made valuable contributions in their respective fields. It does, however, become clear to an objective researcher of the history of Black education in the Transvaal that outstanding educational leaders such as T.P. Mathabathe and N.M. Ramokgopa should receive the recognition they deserve for their contributions to Black education in general.

2.7.1 Tlaoeng Phokgudi Mathabathe (1885-1943)

Older teachers in particular will understand why T.P. (as he was called) is singled out for special acclaim. Rathebe (1956, p. 3) rightly refers to him as "... one of the greatest African educators of his time".



Mr T.P. Mathabathe

T.P. Mathabathe was born in Pietersburg in 1885 and received his training at the Kilnerton Training Institution and Fort Hare (Mphahlele 1944, p. 4). He distinguished himself as a champion of education at a time when the administration of Black education was very poor. He was the first President of the TATA (1926-1938), the first Black editor of The Good Shepherd (1927-1932) and, to-

gether with N.M. Ramokgopa, he became one of the first two Black supervisors in Black education in 1926. He was also honorary Life President of the TATA from 1938 until his death on 6 December 1943.

In his capacity as supervisor, and as a friend, he co-operated closely with Dr W.W.M. Eiselen, Chief Inspector of Black Education. He also acted as interpreter for Dr Eiselen - regardless of whether Dr Eiselen spoke English or Afrikaans (Dr W. Eiselen's tribute... 1944, p. 5). During the period that he was associated with Kilnerton, prospective teachers benefited much from his knowledge and experience.

Mathabathe's special skills were apparent at an early stage. In his presidential address to members of the Transvaal Native Teachers' Association (TNTA) the Rev. W.A. Palmer remarked: "The president, and indeed the whole Association, is most singularly fortunate in having as Secretary one so truly expert, and so alert, as our Secretary, Mr Mathabathe." (Presidential address ... 1923, p. 8). As a mark of gratitude for his 16 years as secretary, Mathabathe was presented with a "Waterman Fountain Pen, worth one guinea" (A present to... 1925, p. 8).

Lekgetha (1948, p. 4) also paid tribute to T.P. : "We take off our hats to the able editors of this, our magazine, who led us through grave difficulties. The name of the late T.P. Mathabathe is fitly treasured here, and our teachers should therefore rally to his banner by sending contributions for his memorial."

When Mathabathe's health deteriorated to such an extent that he could no longer perform his duties as supervisor, he was appointed supervisor- librarian in Pretoria by the department. He died on 6 December 1943 at the age of 58 in the Pretoria General Hospital. His headstone was donated by the Transvaal African Teachers and it was unveiled on 7 May 1949 by Mr G.H. Franz, who had succeeded Dr Eiselen as Chief Inspector of Black Education and who had been the co-author with Mathabathe of the Sotho grammar book. The inscription on Mathabathe's headstone reads: "Mo go robetse moetapele wa rena, T.P. Mathabathe, TATA , 1885-1943" (Unveiling... 1949, p. 5). This means: "Here rests our leader..."

2.7.2 Nathaniel M. Ramokgopa

N.M. Ramokgopa was, together with T.P. Mathabathe, one of the first two Black supervisors appointed by the Transvaal Education Department. After a brief period of service he died on 26 October 1927 - hardly a year after his appointment (Death of our... 1927, p. 12). Before his appointment as supervisor he was the principal of the Berlin Mission School in Ramoroko (Ramokgopa).

In The Good Shepherd of June 1929 (p. 11) Mr Ramokgopa is honoured as one of the pillars of the TATA : "We say without fear of contradiction that the TATA owes Mr. Ramokgopa a debt it cannot pay for the services he rendered."

Unfortunately the available sources do not elaborate on Mr Ramokgopa's contribution towards the expansion of Black education.

ACHIEVEMENTS BY THE TATA AND ITS PREDECESSORS (1906-1956)

When the success of a body, institution or association is recorded, tribute tends to be biased and subjective, without placing what was achieved in perspective. It would therefore be wrong to credit the TATA with everything good (or bad) that happened in Black education up until 1956. That the TATA did play a significant role in the development of Black education cannot however be denied, and this deserves recognition - without at the same time discounting the contributions of other teachers' associations and the Transvaal Education Department.



Transvaal African Teachers' Association: Apportioning District Associations (1937)
According to Phago (1966, p. 8) teachers' associations faced many challenges in the period from 1922 up to the thirties as Black education was still in its infancy at that stage. The need for better working conditions and better remuneration in particular was often discussed at meetings, as is evident from the extant agendas. Requests for better working conditions were frequently made to the Transvaal education authorities, who usually responded sympathetically. Demands that were met included

Transvaal Education Department railway concessions, sick leave and study leave benefits, and improved service conditions. However, few significant developments were realized without lengthy negotiations.

2.8.1 The establishment of promotion posts (1920)

An important development in Black education was the creation of three inspector's posts in 1920. Messrs N.D. Achterberg, W.R. Swarbreck and J.C. Johns respectively were appointed in the three districts into which the Transvaal was divided for this purpose, namely Johannesburg, Pretoria and Pietersburg. Initially these three inspectors were alone responsible for the organization and administration of Black education. On one occasion one of the inspectors complained that there were 136 schools in his circuit and he had to visit them all himself (Editorial 1936, p. 4). To facilitate the task of the inspectors somewhat, the Transvaal Education Department introduced the post of supervisor.

In 1926 Messrs Mathabathe (Pretoria) and Ramokgopa (Pietersburg) were appointed as the first Black supervisors. They had to assist the three inspectors and help with the in-service training of unqualified teachers by keeping them informed of the latest teaching methods (Phago 1966, p. 8). However, shortly after his appointment Mr Ramokgopa died in the Elim Hospital (Death of our... 1927, p. 12). His successor as head of the Ramoroka school, Mr Junius Lekgetha, also succeeded him as supervisor of the Northern Inspectoral Circuit in 1928. In the same year Messrs J.E. Mtebule and T.H. Twala were appointed as supervisors in the Southern In-

spectoral Circuit (Our new supervisors... 1928, p. 7). The fact that these important posts were filled from the ranks of the TATA leaders improved the image of this association tremendously. By 1936 15 supervisors had been appointed to assist the inspectors (Editorial 1936, p. 4).



Inspectors and supervisors of Native Education (1937)

- L. to R. (back row, standing): Messrs. Seth, M. Mphahlele, S. Mongalo, J.M. Leghetha, T. Twala, N.G. Mokone, J.M. Moloisi
 L. to R. (middle row, standing): Messrs. T.P. Mathabathe, S.M. Mphahlele, E. Mtebule, M. Madiba, I. Phasoane, E. Motsisi, T. Thlaku, L. Mohlabi, I.F. Nkoane
 L. to R. (sitting): Mr G.H. Franz, Dr P.A.W. Cook, Mr O.W. Spruyt, Dr W. Eiselen, (Chief Inspector), Mr N.D. Achterberg (Mr H. Liebenberg is not included)

From 1936 to 1947 Dr Eiselen was the first Chief Inspector of Black Education in the Transvaal. He played an important role in the rapid development of secondary education in particular in the Transvaal and was popular among teachers, supervisors and inspectors. J.M. Lekgetha (Resignation... 1947, p. 8) honoured Dr Eiselen as follows for his outstanding service: "His ability and

courage will be greatly missed in the sphere he is leaving, for he has been the planner and contriver and the driving force behind the remarkable developments in Native education in the Transvaal in recent years. He has maintained a stout heart in very great difficulties and there is nobody of his calibre to succeed him." Dr Eiselen was succeeded as Chief Inspector of Black Education by Mr G.N. Franz at the end of 1947.

2.8.2 Advisory Board for Native Education (1924)

The Advisory Board for Native Education was established in 1924. As the association was to be represented by its own members, Black teachers hoped to have a greater say in educational matters. However the function of this board was merely to advise the Transvaal Education Department and the teachers therefore never had any direct say in their own educational affairs. Messrs T.P. Mathabathe (1924-1932), S.M.S. Rakumakoe (1924-1926) and J.R. Rathebe (1927-1932) represented the Black teachers on this board.

During meetings the mission societies were criticized so severely for their handling of educational matters that the White missionaries took offence and in 1933 the constitution was amended so that the TATA would no longer be represented by its own members. Mr N.J. Raubenheimer subsequently represented the association from 1936 to 1937 and Prof. A.R.F. Hoernlé (Wits) from 1937 until his death in 1943 (Phago 1966, p 9). The Transvaal Education Department explained to the TATA that the association could not have direct representation on the board because the original design of the board made provision for rep-

representatives from the mission societies only. The Black teachers' reaction to this explanation was that the function of the mission societies was limited mainly to denominational rivalry and that, because they were taxpayers, Blacks had the right to a share in the administration of their childrens' education (Advisory Board for .. 1933, p. 4).

The Black teachers were extremely unhappy because the missionaries, most of whom were White, had, with the backing of the Transvaal Education Department deprived them of their representation: "We cannot be blamed, therefore, for concluding that it is a European Advisory Board for Native Education, of which the Native himself is not permitted membership, except by being represented by a European" (Editorial 1940, p. 5). After a long struggle that began in 1933, Mr S.J.J. Lesolang was appointed to represent the TATA on the Advisory Board in 1944. He was succeeded by Mr A.E. Mpapele.

2.8.3 Improving the standard of teaching and the training of teachers

The shortage of schools was a serious deficiency in Black education. In some cases large trees served as schools and sometimes the school was a mere outdoor shelter. Many children had to be sent home because the facilities were inadequate. One hard-pressed teacher even tried to teach a class of a 100 pupils (School doors closed... 1942, p. 5). High schools were few and far between and many parents simply could not afford to send their children away for secondary education. According to Radebe (1936, p. 4) the government's policy of "educating as

many pupils as there are funds rather than voting as much funds towards Native Education as there are pupils to educate" was directly responsible for the shortage of teaching facilities. Because the educational policy for Black education in the Transvaal was determined by the money that was available (Education of Natives 1935, p. 4) - in other words what was paid by the Black taxpayer - only a fifth of the Black children of school age could be educated.

Although most Black teachers, particularly in the time of mission education, had received only an elementary primary school education themselves, they did pioneering work and laid the foundations for future education. According to the government syllabus of 1903, for example, Std 3 was the entrance qualification for teachers' training, but the Transvaal Education Department was petitioned to expand primary school education so that these entrance requirements and the standard of teachers' training could be upgraded. As a result by 1925 primary schools that employed at least five qualified teachers were permitted to teach pupils up to Std 6 level. This standard then became the new entrance qualification for teachers' training (Record of the work... 1937, p. 17). The training took three years, the first two years of which were of an academic nature and the last a preparation for the teaching profession as such (Phago 1966, p. 8). Teachers were encouraged to improve their qualifications and the names of those who did so were published in The Good Shepherd from time to time. The list of teachers' names that appeared in The Good Shepherd of December 1937 (p. 22) under "Self-Improvement" is important not

only because these teachers realized the importance of better training, but particularly because it included the names of people who had made or would make their mark in Black education.

"SELF-IMPROVEMENT"

The Association was alive to the need of self-improvement among its members. As facilities did not exist until recently for higher education, Correspondence Colleges and private tuition were made use of. We record here the names of some of the members who by private effort succeeded in obtaining the certificate as shown in brackets:-

1. Mr T.P. Mathabathe (J.C., 1919).
2. Mr Ph. Gillinge (J.C., 1929).
3. Mr M.L.D. Msezane (J.C., 1930).
4. Mr H.W. Monehi (J.C., 1931).
5. Mr S.H. Malale (J.C., 1930: P.H. 1933).
6. Mr J.H. Martin (J.C., 1932; Laer Taalbond, 1932).
7. Mr S.P. Kwakwa (J.C., 1933).
8. Mr M. Mlahleki (J.C., 1935).
9. Mr A. Magagula (J.C., 1936).
10. Mr J.M. Maraba (J.C., 1933: P.H., 1935).
11. Mr G. Nakene (Matric).
12. Mr H. Madibane (Matric).
13. Mr L. Radebe (J.C.).
14. Mr C. Radebe (Primary Higher).
15. Mr L.G. Ntuli (J.C.).
16. Mr D.C. Marivate (J.C., 1935; N.P.H., Cape, 1930).
17. Mr E.A. Tlakula (J.C., 1932; N.P.H., Cape, 1934).
18. Mr A.E. Mpapele (J.C., 1932).

19. Mr Louis Makenna (J.C., (Univ.) 1931).
20. Mr S.H. Mongalo (J.C. 1932; N.P.H., Cape, 1934).
21. Mr J.M. Lekgetha (J.C. 1934).
22. Mr Foth. Ramokgopa (J.C. 1934).
23. Mr R. Mogoba (J.C. 1934).
24. Mr D. Lekgodi (J.C. ?).
25. Mr Simeon Mochekwane (J.C. 1932, Matric, 1936)
26. Mr R. Moagi (J.C., 1936).
27. Mr Stubbs Marivate (J.C. 1936).
28. Mr Edwin Mahlza (N.P.H., Cape, 1936).
29. Mr Joseph Marivate (N.P.H., Cape 1935).
30. Mr Paul Maringa (J.C. 1936).
31. Mr Manasseh Mphetlo (Pre. Matric, Natal, 1936).
32. Mr Moses Madiba (J.C. 1931, Matric, 1933).
33. Miss Agnes Mardi (Cape, N.P.H., J.C.).

In 1926 the TATA recommended to the Transvaal Education Department that teachers' training at the various training institutions should be purely academic for the first two years, followed by a year of professional training. In 1932 two teaching certificates were awarded, namely a Transvaal Provisional Certificate and a Transvaal Unprovisional Certificate.

During the 38th Annual General Conference of the TATA in 1944 Lesolang (1944, p. 3), the President of the TATA at the time, stressed the necessity for the minimum qualifications of Black teachers to be brought on a par with those of other population groups. At that stage the minimum qualification was an NPL, which was generally known as a "3rd year certificate". He explained further: "This means three years of training and a little extended

study of academic subjects after Std VI. The Coloured lowest certificate means two years of training after junior certificate. The Europeans must pass Matriculation before they can enter upon training for the teaching profession. It is absolutely necessary to secure the improvement of the education of our children and accordingly to raise the standard of efficiency of the teachers."

In-service training in the form of holiday courses for partly qualified teachers was offered in Rosettenville and Port Hare in 1930 and 1931 respectively (Twala 1931, p. 8). Only a limited number of teachers attended and the situation did not change significantly. In 1934 the Transvaal Education Department was requested to extend instruction at primary schools to include Std 8 and to make the age of at least 18 an entrance requirement for teachers' training institutions (Kunene 1935, p. 6).

In 1935 high school instruction was extended to include Std 8, but the government would not agree to extending secondary education any further or too rapidly, because the standard of school work at that stage did not justify it. It was felt that more attention should rather be paid to the extension of primary education (Record of work... 1937, p. 18).

The African Teachers' Association of South Africa, the national association for all Black teachers, objected to the name "Native education" because it gave the wrong connotation to education. The association's standpoint was that "Education is 'education' for all without dis-

crimination on the grounds of creed and race. All education is intended to fit any person for life" (Record of the work... 1937, p. 18).

The following types of schools were urgently needed to satisfy the needs of Black education (Record of the work... 1937, p. 18):

- (1) Primary and higher primary schools
- (2) Agricultural high schools for rural communities
- (3) Industrial schools for urban communities
- (4) High and secondary schools with a view to tertiary education

Another problem that had to be addressed was the lack of strategically placed training institutions for prospective teachers in the Transvaal. Despite petitions over a long period of time for the introduction of junior secondary and secondary school courses in the Transvaal, by 1936 too many prospective teachers still had to leave the Transvaal to obtain their Higher Primary Certificate in another province. In this regard the SA Native College (later Fort Hare) had played an important role in teachers' training since 1916. This institution became known as the "Mecca of Native Education in South Africa, south of the Zambesi" (Twala 1931, p. 8). Teaching certificates and degrees could also be obtained through University Correspondence Courses (UCC) in Pretoria. Other institutions that provided less advanced instruction were the Union College in Johannesburg, the Kilnerton Institution (Pretoria), the Botshabelo Training Institution (Middelburg), the Bethal Training Institution, the

Bethesda Training Institution and other training institutions at Lemana, Pax, Pietersburg and Wilberforce.

Paragraph 4.3.3 indicates the progress that has been made since then, and particularly during the past decade, with the creation of training opportunities for Black teachers.

2.8.4 Cultural activities

In the cultural field the TATA laid foundations on which the TUATA later built with great enthusiasm (cf. 4.3.10). The most important milestone here was the introduction of eisteddfods.

According to The Good Shepherd of December 1931 (pp. 5;18) the first Bantu Musical Festival, also known as the Bantu Eisteddfod, was held at the Bantu Men's Social Centre in Johannesburg from 2 to 5 December 1931. Choirs, jazz bands and soloists performed at the festival. Disappointment was expressed that it could not be held during the holidays so that more teachers from the rural areas could attend.

The Pretoria African Eisteddfod was introduced in 1935 and was mainly a choir competition. Besides the choir competition, there was a vocal section, literary section and elocution (Kwakwa 1936, p.11) Three or four schools participated in the schools section, with the Methodist School of Marabastad winning all the prizes. Personal differences between teachers unfortunately had a negative effect on these eisteddfods.



Pretoria African Eisteddfod Organising Committee (1941)

L. to R. (standing): A. Jas Gomba, N.C. Soko, McD. Kobe, A. Manganyi,
J.R. More, J. Khoza

L. to R. (sitting): R.P. Mapanzela, J.H. Martin, S.P. Kwakwa, E.J. Masiuana,
S.H. Malale

The interest in and standard of the eisteddfods gradually improved so that in 1942 49 choirs competed. Conductors such as F. Manye, E.E. Mariana and P. Mapanzela distinguished themselves on these occasions. The divisions were increased to include "tap dancing, solo-singing, essay-writing and elocution in all Bantu and official languages". Among the best performers at the time were Johannes Leshabane "Mad Joe" (first-rate solo tap dancer) and Thomas Nkumbi (essay writing) (Mlahleki 1942, p. 15). Musicians who became well known in music circles were D.C. Marivate, P. Mamabolo, J. Motuba, Moerane and Tlakula (TATA Golden Jubilee... 1956, p. 4). In Pretoria the eisteddfod was a festive occasion and the participants referred to it as "the affair of the year". The organizing secretary, Mlahleki (1942, p. 15), explained the importance of eisteddfods as follows: "Talent lay unexplored and unused until the Eisteddfod came. I do

not wish in any way to convey to the reader the erroneous impression that all talent has been x-rayed". The first full music competition organized by the TATA was held in 1944 (Khumalo 1965, p. 4).

2.8.5 The struggle for better salaries for teachers and the improvement of working conditions in general.



A teacher's wife carrying a bundle of washing



A teacher acting as an agent and pedlar in patent medicine

The unsatisfactory remuneration of Black teachers was probably the most controversial issue in the history of the TATA and also the source of the greatest unhappiness. Negotiations on this matter probably started soon after the founding of the TATA and were continued throughout its existence. They were usually concluded when the authorities answered either that there was a "lack of funds" or that "provided funds are available". One of the biggest problems that initially prevented the introduction of a satisfactory salary structure for Black

teachers was the confusion about the position of the Black teacher. Nobody was sure whether these teachers were civil servants in government employ and therefore the responsibility of the government, or whether the mission societies were right in insisting that since they had initiated mission education Black teachers fell under their jurisdiction. Financial problems, the lack of a uniform system of mission education and the conviction among Black teachers that they were employed by the government, led to petitions for government control of schools from as early as 1917 (Record of the work... 1937, p. 17). In 1926 the TATA submitted the following request for civil servant status for Black teachers to the Transvaal Education Department: (12)"That this Conference reiterates its opinion that the time has arrived when the Education Department should make a beginning towards the establishment of Government schools, such as are provided for European, Coloured and Indian children" (Conference Resolutions 1926, p. 8.) In that same year Black teachers were eventually recognized and accepted by the Transvaal Education Department and conditions of service and a salary structure were formulated for them (Rathebe 1956, p. 4).

To give an indication of the nature and extent of Black education the position of mission education in the Transvaal in 1927 is set out below. There were 42 502 children in schools that fell under the following denominations:



Mr L.L. Rathebe

Mission society	Number of schools
Undenominational	24
Wesleyan	79
Lutheran	116
Dutch Reformed	55
Pentecostal Holiness	2
Church of England	63
Zulu Mission	2
Swiss Presbyterian	22
London Mission	2
African Congregational	1
Roman Catholic	4
African Methodist Episcopal	1
Primitive Methodist	4
United Free Church of Scotland	17
Apostolic Faith	1
Scandinavian Alliance	1
TOTAL	394

(From the report... 1927, p. 7)

Black teachers also campaigned for the establishment of their own education department. At the Phokeng Conference in Luka on 7 July 1923 requests were made for a "...Native Education Department... which shall lift the education of the Bantu people out of the sphere of racialism and party politics; secure to the Native people for educational purposes an adequate share of Native taxation, and place the education of the Native people on a sound and just basis" (Phokeng Conference 1923, p. 4).

The general feeling was also that the administration of Native affairs was a matter for the Union Government and not for the various provinces (Record of the work... 1937, p. 15) and that, since Blacks paid their taxes to the government and not to the provinces, only the government could implement a uniform system of service conditions and salary scales for Black teachers (Record of the work... 1937, p. 18). A petition that was handed to the Speaker and members of the House of Assembly on 18 June 1923 read as follows: "We the undersigned Native taxpayers in the Union of South Africa respectfully beg to point out that the money contributed by us through taxes is not being sufficiently spent on our education and other Native interests, such as hospitals, etc., but is being diverted to other purposes.

"We therefore pray that the control of Native education shall be taken out of the hands of the Provincial Councils and be placed into those of the Union Government.

And your petitioners shall ever pray." (Report of the Committee... 1923, p. 8)

It is not possible to gain an accurate idea of the trying financial position of the Black teacher of about sixty years ago because of the difficulty of converting the sterling of that time to the rand of today. There was a stage however when Black teachers received only R12 a term - i.e. R48 a year - although it should be remembered that their training requirements were not high (Molepo 1942, p. 9). Rathebe (1956, p. 3) recalls that in the more difficult years teachers earned R6 a month, which

was payable at the end of the term. Over the three-month period teachers' expenses often came to more than R24, yet they received only R18. However with the help of contributions from parents amounting to one shilling (10c) a month per child, the teachers managed to survive. This state of affairs led to teachers' canvassing for children to attend school, particularly because many parents did not yet realize the value of education (Rathebe 1956, p. 3-4).

"Provided funds are available", the annual salaries of Black teachers were as follows from 1 July 1923:

- (a) Teachers in possession of the Transvaal Provisional Certificate or its equivalent

Men: R108xR12-R144 Women: R48xR6-R120

- (b) Teachers in possession of the Transvaal Unprovisional Certificate or its equivalent

Men: R132xR12-R156 Women: R108xR6-R132

(Report of the Committee... 1923, p. 8)

In 1928 the Native Affairs Commission announced improved salary scales and allowances for Black teachers without, at the same time voting adequate funds for the purpose (Record of work... 1937, p. 15). In 1929 the Transvaal Education Department published a gazette (T.E.D 341) in which these scales and allowances for Black teachers in the Transvaal were set out. The salaries were to date back to April 1928 (Phago 1966, p. 10...; African teachers not ... 1938, p. 13). These salary scales created great expectations because they were supposed to be based

on a teachers' qualifications, the nature of his post and the school where he taught. The salary structure was also supposed to make provision for annual increases and an allowance for teachers in municipal areas and private farm schools. Principals were also to receive an allowance. According to the salary scales of 1928 a graduate teacher with a teaching certificate who taught at a boarding school was, for example, to receive an annual salary of R350xR20-R610, while a woman teacher with one year's professional training in an ordinary school was to receive a salary of R72xR6-R90. However these scales never materialized (Radebe 1936, p. 4; Peteni 1983, p. 16). Claims for the payment of outstanding salaries led to the Salary Test Case which is discussed in 2.8.5(a).

Owing to the difficult economic climate during the depression, the Director of Education in the Transvaal announced in 1931 that the salaries of certain teachers would be cut by 15 % from the beginning of 1931, that no new schools would be built and that no additional teachers would be appointed. The cut of 15 % was to apply for three months (Report of the Director... 1931, p. 3; Three "Cuts" but... 1938, p. 13).

In addition to the salary cut of 1931 that applied to certain teachers, further salary cuts followed from 1 April 1932 to 31 July 1934, when the salaries of teachers in town schools were cut by 7 % and those of teachers in country schools who earned more than R100 a year by 8 %. For salary purposes those teachers who had taken up posts in the Transvaal during the depression were regarded as unqualified and received R6 a month instead of R11 in the

case of men, and R5 instead of R9 in the case of women (Three "Cuts" but... 1938, p. 13). The salaries of some young teachers were cut by as much as 40 % (The Young Teacher... 1938, p. 19).

Although the country's economy improved considerably after the depression and even flourished in 1937, the salaries of young teachers were not adjusted. The Transvaal Education Department was petitioned repeatedly to amend the salaries of Black teachers "... who have lost more proportionally during the depression than any other group of workers and who have had smaller salaries to begin with than almost any other group" (Monehi 1937, p. 18). It was argued that the country was experiencing an extremely prosperous period and that the time had come to eliminate backlogs and make adjustments. The response was always that the funds allocated for Black education (the Native Development Account) were inadequate.

Dissatisfaction with salaries was aggravated by the fact that teachers in the other provinces received larger salaries than those in the Transvaal. In 1936 the minimum salary of unqualified male and female Coloured teachers without matric was R200 a year, while the Inter-Departmental Committee on Native Education recommended that an annual salary of R132 be paid to qualified Black male teachers (Radebe 1936, p. 4; African teachers not... 1938, p.13). The Good Shepherd of December 1937 (p. 15) gives an indication of how poor the salaries of teachers were in comparison with those of people in other occupations for which no training was needed. The average annual salary of a trained teacher was R108 to R132, as

opposed to the R168 to R360 of Native domestic servants, hotel waiters, porters and kitchen boys. Unqualified and poorly trained teachers received only R72 a year (Record of the work... 1937, p. 15).

Owing to the continuous nature of the negotiations for a better salary structure in particular and for better conditions of service for Black teachers in general, so many contributions in this regard were received from individuals and institutions over the years that a full report cannot be given here. Consequently only a few widely publicized cases have been selected for discussion. The older generation of teachers and researchers of Black education in the Transvaal will agree that the TATA's success in various fields cannot be fully understood without mention of the Salary Test Case (1930), the Blanket Campaign (1944) and the Molepo-Achterberg Case (1938-1941). These three incidents had far-reaching implications for the development of Black education and they will now be discussed consecutively.

2.8.5(a) The Salary Test Case : Mr J.R. Rathebe vs Department of Education on withholding salary increments (July 1930)

In 1929 the Transvaal Education Department published a gazette (T.E.D. 341) containing regulations regarding improved salary scales, conditions of service and concessions for Black teachers in the Transvaal. These regulations were backdated to April 1928 (Phago 1966, p. 10; Record of the work 1938; pp. 22-23).

Black teachers expected to be remunerated according to these guidelines and it was therefore a great disap-

pointment to learn that they were a "dead letter" from the department. After two protest meetings had been held with Mr H.S. Scott, the Director of Education, and his successor, Dr Hoogenhout, the teachers were informed that backpayments could not be made because there was no money available (Phago 1966, p. 10). Year after year the implementation of the proposed salary structure was delayed.

Because of the department's refusal to comply with the requests by the Transvaal African Teachers' Association for salary adjustments, Black teachers were called upon to consider legal action against the department and to obtain a court order. The General Secretary of the TATA at the time, Mr J.R. Rathebe, offered himself as the scapegoat and instituted legal proceedings against the Transvaal Education Department. On 4 July 1930 Mr Rathebe sued the Director of the Transvaal Education Department for the payment of backpay (Case No. 19758 of 1930) (Phago 1966, p. 10). Mr T.P. Mathabathe, who was supervisor of schools at the time of the court case, placed his status and position in the balance by permitting Mr Rathebe to take these steps.



Mr J.R. Rathebe

The case was heard by the Chief Magistrate of Johannesburg. Mr A.S. Benson represented Mr Rathebe. He based his argument on four cardinal questions that also had implications for the status of teachers as civil servants in the immediate future, namely:

- (1) "Whose servants were the African teachers;
- (2) who paid their salaries;
- (3) who controlled their work and
- (4) in whose buildings did they carry out their duties?"

On the basis of the replies to the first three questions the court found that Black teachers were not officials of the mission societies. Because they worked in the buildings of the mission societies, however, they were not civil servants in all respects either (Rathebe 1956, p. 4).

Mr A.S. Benson won the case for Mr Rathebe and the back-pay, R130,50, was paid to Mr Rathebe on 18 August 1930. The amount was calculated as follows:

- (a) "Payment of annual increment unlawfully withheld in terms of paragraph 5 of the summons: R22,50
- (b) Payment to a principal whose school comprises std V and VI unlawfully withheld in terms of paragraph 6 of the summonses: R54.
- (c) Payment of married teachers' living allowance unlawfully withheld in terms of paragraph 8 of the summons R54. Total: R130,50"

(Record of the work... 1938, p. 23).

Mr Benson subsequently had to obtain the particulars of all Black teachers to whom backpay was due. The general feeling was that no one could handle the interests of Black teachers better than Mr Benson and that he was a true friend of Black teachers. He was even compared to Moses: "He has managed to take us out of the educational bondage of this province, through the Red Sea of injustice" (Editorial notes... 1931, p. 4). After his death on 3 June 1931 he was honoured as follows: "In the late Mr Benson the TATA has lost a father, friend and adviser, in whom the Association had almost childlike faith" (Here and there... 1931, p. 8).

Further proceedings were instituted on behalf of 500 teachers who claimed backpay from the Transvaal Education Department. These claims were filed in the Supreme Court, but were rejected because it was alleged that teachers were servants of the Administration and that they could therefore not regard the payment of backpay as a right. Even though the teachers did not receive the money due to them, Phago (1966, p. 10) states that they had at least obtained civil servant status.

After this court case teachers were informed that there was no money available to pay them according to the new scales. It was also decided to reduce all living allowances from 1 September 1931 in accordance with the Administrator's Notice No. 643 of 29 October 1930. Furthermore it would be impossible to pay the salary grants of newly appointed teachers in accordance with

their qualifications until money was available once again (Record of the work... 1938, p. 24).

In a letter dated 20 April 1932 teachers were informed that, owing to inadequate income, the budget for Black education would be cut by 10 %; in other words a saving of R20 000 (10 000 pounds) had to be realized. To this amount a further R1 200 (600 pounds) had to be added, which represented a fifth of the amount the department had to repay in outstanding allowances. This brought the total amount that had to be saved in the following financial year to R21 200 (10 600 pounds).

After many subsequent petitions and requests for support to members of the Provincial Council such as Mrs Bertha Solomon and Mr Handel Thompson, the salaries were at last adjusted and in January 1938 the teachers received their backpay cheques (Record of the work... 1938, p. 25).

The result of these court proceedings was that teachers were united in their common protest against an unfair dispensation that refused them the remuneration that was their due. Phago (1966, p. 10) said the following about the effect of the Rathebe events: "There never was a time in the history of the Association when the spirit of unity was demonstrated more than at this time".

Our Test Case's Victory

We have just learnt, as we go to press that judgment of our Test Case was given in our favour by the Chief Magistrate of Jo'burg Mr H Britten. The news came as a dream to us teachers as the case has been in progress for about a year. However, we ~~take~~ It will be remembered that when the summons was issued against the authority many critical remarks were levelled against the authority went to the length of saying "that the judging of such a case will put a dead lock to Native Education for many years to come." However we take the opportunity of congratulating ourselves for the ~~strong~~ bold stand we ~~took~~ held. We did not mean to bring "a dead lock" but to demand our rights and to put things straight. We are considered very lightly. We have ~~long~~ ~~often~~ time and again approached the department with due courtesy but without avail, until we went to extremes. What the results what they may, we are not to blame. We thank those people who showed they gave us support through their letters which appeared in the press. We believe that it is through their help that we won. We hope that this support has been endorsed by the Maker who inspired them to so stand. We understand an aff notice of appeal by the authority to the High Court, has been given. We are however of confident of the results

2.8.5(b) The Blanket Campaign (May 1944)

The prelude to the Blanket Campaign of 1944, should be seen against the background of the general dissatisfaction with the salaries paid to Black teachers (cf. 2.8.5). Unhappiness among Black teachers that dated back over many years, and not merely a sudden surge of emotion after a single incident, led to the events of 1944. In fact, through the years Black teachers had displayed a great measure of understanding and loyalty (Editorial 1943, pp. 3-4).

Initially Black education was controlled and financed entirely by the mission societies (cf. 2.2). After 1925 and the promulgation of Act 41, The Native Tax and Development Act, the government began granting financial aid in respect of the remuneration of teachers, inspectors and supervisors and even the provision of equipment to schools through grants-in-aid. The salary structures that had been initiated by the mission societies remained in force, however, although the government supplemented them with allowances (The Great 1944... 1956, p. 9).

In 1928 a new salary structure for Black teachers was announced in the Transvaal. The scales which had been compiled by the Native Affairs Commission and approved by the Minister of Native Affairs, were as follows: in the case of a Primary Lower Certificate: R132xR6-R216 for male and R108xR6-R180 for female teachers; Primary Higher Certificate: R156xR6-R240 for male and R132xR6-R204 for female teachers. These scales were however not implemented at the time (Editorial... 1943, pp. 3-4). During the depression of 1931-1932 salaries were

cut by 32 % (cf. 2.8.5), which in effect meant that male teachers started with R6 a month and female teachers with R5 a month. In 1934, after the depression, the salary scales proposed in 1928 were implemented, but the outstanding increases were not paid (The Great 1944... 1956, p. 9).

From 1929 onwards the TATA had made representations concerning the implementation of the salary scales proposed in 1928. The status of the teacher needed urgent definition as well. As employees of the mission societies, teachers could not qualify as civil servants. Even after they had won civil servant status they could not regard it as their right to claim backpay (The Great 1944...1956, p. 10).

Time after time the teachers' petitions were met with a reaction of "lack of funds" or "no funds available". Increasing and ongoing expenses were not budgeted for either. What made matters worse was that by 1943 no Black teacher had ever received the maximum annual salary of R216 for men and R180 for women, although the scales had been announced fifteen years previously in 1928. In fact there was not one teacher who earned more than R168 a year (Editorial.. 1943, pp. 3-4).

In 1941 the Department of Native Affairs received a telegram in which the teachers stated that they could no longer live on "mieliepap and hope". In spite of proposals for a fair salary dispensation made by Black teachers, the salary scales announced in April 1943 were still extremely inadequate. A minor improvement was in-

roduced by raising the starting annual salary for male and female teachers with the Lower Primary Teaching Certificate to R144 and R120 respectively on the scales R144xR12-R300 and R120xR8-R240. Teachers with a higher Primary Teaching Certificate would earn R192xR12-R360 (men) and R156xR8-R276 (women) (Editorial... 1943, pp. 3-4).

During the Second World War Black teachers, like everyone else, felt the effect of the war budget, and in addition matters such as pensions, rights and professional status received no attention. These circumstances led to a resolution at the annual conference in 1943 to take active steps to voice the dissatisfaction of Black teachers (The Great 1944... 1956, p. 10). They wanted to draw the attention of the authorities to the fact that they were living below the breadline and that such a low income was unworthy of the teaching profession. There were also no encouraging signs that the authorities intended resolving the problem (Phago 1966, p. 11).

If the incomes of Black teachers are compared with those of people in other occupations, the reason for the resentment becomes clear. The following observation is made in The Good Shepherd of March 1942 (p. 16): "It is better to be a lorry driver or a parcel deliverer at an average rate of R19,50 per month, rather than pursue the teacher's profession which only pays one R11 per month, minus cost of living allowances and increments". The magazine also mentions that Black bus drivers for some undertakings on the Rand and Pretoria earned R9 a week, which equalled the monthly salary of a qualified woman

** Sterling converted to a rand equivalent*

teacher. The driver's monthly income was also more than that of a graduate teacher, who was the highest paid teacher. (Memorandum on Plea... 1942, p. 6).

In "Time to Act" in The Good Shepherd of March 1942 (p. 11) teachers are urged to action: "Let those whose hopes are frustrated by the events of the past, take courage and present a united front such as has never been before, Act: men and women; Act now; let the world see that you are worthy of your profession. Do not sit around your social hearths to criticise those who are brave enough to pave the future for your children."

It should be added here that the position of Black teachers in the other provinces was better. In the Cape, for example, they had pension privileges and also received long service and good service allowances.

(Ramushu 1942, p. 11).



Mr S.J.J. Lesolang

The Executive of the TATA gave its branches on the Witwatersrand, which included the area from Randfontein to Nigel, permission to test public opinion on the salary

question. In keeping, a "High Command" with the war terminology prevalent at the time, was set up. It comprised the President of the TATA, Mr S.J.J. Lesolang (in a non-official capacity), as well as the emergency committees, chairmen, secretaries and treasurers of the various branches. With future action in mind the High Command was divided into different committees such as the financial committee, an organizational and research committee (which had to obtain the salary scales of all teachers in order to draw the Transvaal Education Department's attention to discrepancies), a music committee and a propaganda section (which had to obtain the co-operation of the press and parents' associations).

The various committees, including the central committee of the TATA, convened in January, February and March 1944 and it was decided to send a delegation to the Administrator of the Transvaal. If the petitions by the teachers were not received favourably, a "Hunger-Blanket Campaign" would be launched and the teachers would march to the department. The enthusiasm for such a demonstration increased rapidly among parents and other interested persons and the press also co-operated. Members of Parliament, the provincial council and advisory councils promised their support in the matter. Numerous meetings were held and the Johannesburg Commercial House made a financial contribution to the organization of the demonstration (The Great... 1956, p. 10).

On Monday 1 May 1944, four days before the Saturday of the proposed demonstration, the department sent telegrams to all the branches, districts, secretaries and school

principals in an attempt to prevent them from participating in the procession. The department maintained that it was already negotiating with the Ministers of Finance and Education regarding salaries, conditions of service and the status of teachers. On the Thursday the president of the TATA, Mr Lesolang, was requested to cancel the demonstration. He maintained, however, that he was unable to do this because the control of the High Command had been transferred to the parents (The Great... 1956, p. 10).

The original idea was for the teachers to go to school clothed in blankets, in accordance with a Southern Basotho custom, to demonstrate that they were not in a financial position to dress according to the requirements of their profession. What was meant as a gesture developed however into a full-scale protest march. On Saturday 6 May 1944, 10 000 children, parents and teachers from various parts of the province assembled at the Bantu Sports Grounds. From there the procession marched through the streets of Johannesburg, singing songs and waving placards and banners with mottoes such as "More Schools and Fewer Jails", "Hungry Teachers Cannot Teach Hungry Children", "Equal Pay for Equal Work", "A Hungry Stomach Knows no Law", "Give Us Our Status", "Give Better Pay", "A Teacher is a Teacher and That Irrespective of his Colour", (The Great 1944... 1956, p. 11).

Normal activities in Johannesburg were brought virtually to a standstill because workers moved outside to watch the demonstration. The Chief Magistrate of Johannesburg and the Native Commissioner tried unsuccessfully to stop the procession. At first the traffic police refused to

allow the people to march through the city centre, but they were later forced to let them do so and even to accompany them to direct the traffic. The procession passed along Eloff Street to the Bantu Men's Social Centre and along Small and Von Wielligh Streets. At 12h30 it stopped at the Bantu Sports Grounds where softdrinks, buns and sweets were distributed free by the Johannesburg Commercial House (The Great 1944... 1956, p. 11).

The Johannesburg press reported the events in detail and praised the orderly and dignified demonstrations. No accidents or incidents of any nature had occurred. The parents, however, wanted to take the matter further by removing their children from the schools. The Central Executive subsequently disbanded the High Command, which had organized the march, and thus put an end to the action. As a result many parents were reluctant to cooperate with the teachers because "they contended that teachers had not played all the cards" (The Great... 1956, p. 11).

The well-organized and disciplined action by Black teachers elicited the desired reaction from the educational authorities and the results were positive. The Chief Inspector of Black Education called upon the Administrator and the Ministers of Finance and Education to revise the teachers' salary scales urgently. In July 1944 "the Mountain came down to Mohammed" as Phago (1966, p. 11), puts it when the Minister of Native Affairs at the time, Major Piet van der Bijl, agreed to meet the teachers. He said the following, among other things: "Your grievances

were brought to my notice in a tangible, if somewhat indirect and unconventional way, by the mass demonstration of teachers and parents which was staged by your Association in Johannesburg in the Month of May". He subsequently informed them that they had chosen one of the most noble professions as their life's work and that love, service and dedication were demanded from them. The material with which they had to work was not dead and soulless objects such



Pioneers in Black Education
Messrs. E.M.J. Phago and S.J.J. Lesolang

as bricks and clay but highly complex human beings from both a physical and a mental and psychological point of view. The development of the child was in the hands of the teachers and had to occur while the child was still pliable. In conclusion he quoted an extract from one of Churchill's speeches:

"And not by eastern windows only,
When daylight comes, comes in the light:
In front the sun climbs slowly, how slowly,
But westward, look - the land is bright."

When thanking the minister, Mr Sidney Maseko referred to the repeated and fruitless petitions by Black teachers for better remuneration in reminding him of the African proverb: "The child who did not cry, died in the cradle." (Phago 1966, p. 12). The minister had not listened to his "children", the teachers, and they therefore had decided to "cry" in the streets of Johannesburg so that the public would take note of their dissatisfaction (Maseko 1944, p. 9). On the same occasion Mr E.M.J. Phago, who seconded Mr Maseko, pointed to the unfairness in Black education: "It is the earnest wish of these teachers before you, Sir, who represent the African teaching profession, and they contend that a man should be paid according to his qualifications, irrespective of colour or race, in other words equal pay for equal work" (Maseko 1944, p. 11).

The result of the Blanket Campaign was an improved salary structure for Black teachers and the inclusion of sick leave in their conditions of service. The Minister of Finance, Mr J.H. Hofmeyr, also promised Parliament that specialists in the Departments of Education and Finance would investigate the pension scheme, conditions of service and the status of Black teachers (The Great 1944... 1956, p. 11).

As far as the Union Government was concerned, Native education would also be controlled by the educational authorities and would be recognized as a government department financed by the "general funds of the State" (Maimane 1944, p. 7)

To place the entire salary issue in perspective the Minister of Native Affairs, Major P. van der Bijl, explained at a TATA conference in Witbank, in reaction to the campaign on 5 July 1944, that although the 1928 salary structure had been in operation for too long, expenditure on Black education had risen by 226 % during the previous ten years from R1 211 018 to R3 950 382). In addition, R882 000 had been spent on new school buildings (Address by the Minister... 1944, p. 6).

2.8.5(c) The Molepo-Achterberg Case (1938-1941)

During the 33rd annual general conference at Lemana in July 1939 the President of the TATA, Mr M.K. Molepo, said among other things in his presidential address: "The question of the relations between teachers and inspectors has worried my mind greatly. For years there has been a fear complex on the part of teachers, the origin of which has been the threatening attitude of some of our Inspectors. This state of affairs has ruined the nerve system of many teachers. To them the Inspectors are lions and not sympathetic advisers..." (Molepo-Achterberg case 1956, p. 4).

Mr Molepo's remarks were published in The Good Shepherd. On 20 October 1939 Mr N.D. Achterberg, circuit inspector of Pietersburg, arranged a meeting of the principals in his circuit at Madisha. This was the first in a series of 21 meetings at various centres that were convened primarily to give guidance to teachers on the November 1939 school examinations. At Madisha, in the presence of ten principals, Mr Achterberg launched a personal attack on Mr Molepo and allegedly said the following: "Mr Molepo

is a stupid president to have as head of your Association and the TATA is a rotten Association. I intend to take action against him for the article he wrote as President and which appeared in The Good Shepherd. You should watch Molepo's results in the Education Quarterly and you will find his result hopeless because he is a rotten teacher." (Action brought against... 1941, p. 5; Molepo-Achterberg case 1956, p. 4).

Some of the principals who were present reported Mr Achterberg's remarks to Mr Molepo and said they were prepared to appear as witnesses if he wanted to go to court. Mr Molepo lodged a complaint against Mr Achterberg with Dr W.W.M. Eiselen, Chief Inspector of Black Education, and demanded an apology. Dr Eiselen convened a meeting of the Executive of the TATA in Pretoria where he gave his impressions of what had happened and also warned Mr Molepo "not to play with fire because he would burn his fingers", to which Mr Molepo allegedly replied: "My Lord, the fingers are mine" (Molepo-Achterberg case 1956, p. 4).

Mr Molepo then sued Mr Achterberg for defamation of character. The amount claimed was too large for the case to be heard in a lower court and it was consequently heard in the Pretoria Supreme Court on 6 November 1941. Messrs G.W. Musi, H. Mphahlele and M. Maribe were the witnesses. Judge Greenberg ruled in favour of Mr Achterberg because he had made the contentious statement at a "privileged occasion".

The TATA's legal representative, Mr H.M. Basner, felt sure that Mr Molepo had a good chance of winning his case in the Appeal Court in Bloemfontein. The legal costs of the court case in Pretoria had amounted to R680, for which the TATA had assumed responsibility. During the Wilberforce Conference in July 1942 Mr Basner persuaded the Executive to appeal. Without consulting those present at the conference, which was chaired by Mr J.M. Lekgetha, the decision was taken to proceed with the appeal court case and R200 was deposited in advance. The conference attenders were greatly upset because they had not been consulted.

The Appeal Court rejected the judgement of the Supreme Court and ruled in favour of Mr Molepo. He was awarded an amount of R200 for costs and damages. This judgement was a victory for the status of teachers in the Transvaal (Molepo-Achterberg case 1956, p. 5; Phago 1966, p. 11).

As was mentioned before, this publication lays no claim to being a full account of what the TATA and its predecessors achieved. If the relevant history were researched further, other significant and interesting events would most probably emerge.

Although it was not spectacular and did not occur rapidly enough, progress (thanks to the TATA) was made in Black education over a wide front, and in 1948 a pioneer of Black education, the Rev. W.A. Palmer (a former President of the TATA (1920-1926)) was able to look back and say: "Today things are different. The status of the teacher has improved, and though far too many children still have

no chance of education, few people will deny their right to education as they did only forty years ago" (Palmer 1948, p. 3). He also mentioned the goodwill that could be detected among White friends: "There is an increasing section of the white population anxious to give to the right men and women positions in the pioneer stages of changing African life, leading to some form of self-government, and every decent man and woman, and every orderly African school and home, strengthens the hands of these European friends of the African." (Palmer 1948, p. 3).

Unfortunately, Black education ran into problems such as the Great Split of 1950, which will now be discussed.

2.9 THE GREAT SPLIT WHICH LED TO THE ESTABLISHMENT OF THE TRANSVAAL TEACHERS' UNION (TATU) 1950

During a conference of the Transvaal African Teachers' Association (TATA) held at Khaiso in the Pietersburg district in 1950, differences between the urban and rural teachers came to a head and led to the Great Split. A new teachers' association, the Transvaal African Teachers' Union (TATU) was founded, thus becoming the second teachers' association for Black teachers in the Transvaal (Mafole 1956, p. 11). The split in the unity of Black teachers, which had been building up over many years, was an intense disappointment to many teachers. Phago (1966, p. 13) strongly expressed his displeasure at the discord between apparently conservative and moderate (rural) teachers on the one hand and extremist (urban) teachers on the other: "The unscrupulous individuals in their misguided enthusiasm took advantage of this occasion to

whip up emotions, in an effort to vote into the Executive, candidates pre-conceived and enlisted by them, irrespective of their record or experience as members of the Association*.

The tensions in the teaching ranks were apparently the result of the derogatory label attached to rural teachers. According to Mkhuzangwe (1982, p. 23), the teachers on the Rand were referred to as the "Cream of the Transvaal" in those years. Feelings ran high when a member of the Wits delegation to the provincial conference at Lydenburg in 1948 used the word "plattelands" with reference to the country teachers (Mafole 1956, p. 11). The Wits delegation was also dissatisfied with the Executive of the TATA, which they regarded as ineffective, and wanted to have more say in the running of the association.

The Wits delegation, which represented the urban teachers, therefore decided to ensure that its own candidates were elected to the positions of President and Secretary of the TATA. With the 1949 conference at Bapong in mind the Wits members canvassed extensively to have Mr R.L. Tshaka elected as president and Mr B.S. Rajuili as secretary. Since it was an open conference, Wits members were taken to Bapong by bus and instructed to vote for the two above candidates. As a result of delaying tactics the voting had to be postponed and took place only at 05h00 the following morning. Many of the rural teachers were so disillusioned by all the manipulating that they left the conference without voting - to the obvious advantage of the Wits candidates. The chaplain of the TATA, Dr



Mr R.L.T. Tshaka



Mr J.M. Lekgetha



Dr J.W. Nhlapo

J.M. Nhlapo, battled through the night to maintain peace and prevent the split. (Peteni 1983, p. 19 ; Phago 1966, p. 13). The Wits candidates were elected with an overwhelming majority and the President of the TATA at the time, Mr J.M.Lekgetha, refused to accept the vice-presidency of an association that (now consisted mainly of the Wits faction) broke the unity amongst African teachers of the Transvaal. The new Executive included Messrs J.J. Musi (treasurer), N.M. Ramokgopa (editor, The Good Shepherd) and E.L. Manyosi and O. Phahle (auditors).

At the next conference in Pietersburg in 1950 relations between the two factions, namely the seven rural districts and the Wits delegation, were strained and the proceedings were disrupted to such an extent that the president could not deliver his address. The delegates

from the seven districts alleged that the general secretary had manipulated the nomination of delegates.

Mr E. Mafole, chairman of the Wits delegation, tried to end the deadlock by inviting Messrs A. Maqhubela, I. Matlare and A.B.C. Motsepe from the Wits party and Messrs McD. Lekgela and E.S. Moloto from the seven districts to take part in a round table conference. An understanding was reached after negotiations that had lasted the entire morning. However, when the delegates arrived at the conference hall just before lunch, a motion of no confidence in the president and his emergency committee had already been passed. A vote was forced and 32 votes were cast in favour of the seven districts and 31 in favour of Wits. The president cast his deciding vote in favour of his own Wits faction and equalized the result. Pandemonium broke out. The Wits delegates left and the delegates from the seven districts remained to establish a new association, Transvaal



Mr McD. Lekgela

African Teachers' Union (TATU) (Mafole 1956, p. 12). The management of the TATU comprised the following people:

President	: McD. Lekgela
Vice-President	: P.R. Ngwana
General Secretary	: E.S. Moloto
Treasurer	: P. Lenyai
Editor	: C.A.R. Motsepe

Auditors : M.J. Madiba (later Doctor and Chancellor, University of the North) and M. Mphahlele (Mkhuzangwe 1982, p. 22)

The split affected teaching itself. Some teachers were pressurized into joining the TATU and in other cases supervisors told teachers that they would not be promoted if they remained members of the TATU (Dlamlenze 1956, p. 7). According to Phago (1966, p. 13) the split was a bitter blow to those teachers who had spent half their lives building a single organization and in doing so had made enormous sacrifices, and who now had to watch everything collapse in the course of one day.

The TATU and TATA continued to exist independently until the White River amalgamation in June 1957. From 1950 until 1957 the Presidents of the TATU were, in chronological order, Mr McD. Lekgela, Dr E.S. Moloto, Mr C.A.R. Motsepe and, finally, again Mr McD. Lekgela (Past Presidents of... 1974, p. 10).

2.10 OFFICIAL MAGAZINES OF THE TRANSVAAL TEACHERS' ASSOCIATIONS

Two educational journals recording the history of Black education in the Transvaal have been published since 1911. In 1911 and then again from 1923 to 1956 The Good Shepherd appeared as the mouthpiece of the Transvaal African Teachers' Association. After the TUATA had been founded on 26 June 1957 The Good Shepherd ceased publication and a new mouthpiece, TUATA, came into being. This

magazine is discussed in 3.6. The Good Shepherd as the official mouthpiece of the TATA will be dealt with first.

2.10.1 The Good Shepherd (1911, 1923-1956) becomes the official mouthpiece of the TATA

During a conference of Black teachers at Bethanie in 1911 it was decided unanimously to publish a magazine that would serve as the official mouthpiece of Black teachers in the Transvaal. The teachers present each undertook to contribute R2 towards the publication of the magazine, The Good Shepherd (Behrens 1934, p. 23).

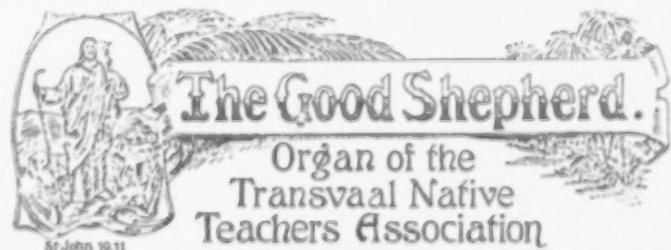
The first issue of The Good Shepherd appeared under the editorship of Rev. Behrens in 1911, but not one of the 1911 issues could be traced for the purposes of this research. The importance of tracing and preserving these first issues was realized as far back as 1933: in the December issue of that year (Vol. XI, No. 2, p. 3) the editor at the time, Mr T.P. Mathabathe, appealed to all members to send him copies of the January, February, April, May and June 1911 issues. In The Good Shepherd of June 1940 (p. 15) the request for previous issues to be sent to the editors was repeated: "We repeat the announcement that readers who have back numbers of The Good Shepherd are requested to send them to us and we shall be prepared to pay them threepence per copy." In the TUATAs of December 1965 (p. 10) and May 1966 (p. 16) the request was reiterated and mention was made of the attempt that was being made to compile a history of the TUATA: "All earlier publications will come in most useful in the recording of the history, and in assessing the place, the

role, the effect of the teacher's organisation in the African Community, and in relation to other professions."

Owing to a lack of money and interest ("indifference") among teachers the publication of The Good Shepherd was discontinued after 1911. The financial support for the The Good Shepherd promised by Mr A.C.A. Cotter on behalf of the Secretary of the Transvaal Education Department in a letter dated 25 February 1911 never materialized. This support was subject to the condition that a copy be sent to the department every month (Promised support... 1933, p. 17). It was only at the annual conference of TATA held at Luka, Rustenburg, in July 1923 that a decision was taken to revive The Good Shepherd; (Editorial, 1948, p. 2). Renewed efforts were made to obtain funds, and with the help of contributions by the White and Black friends of the association the magazine appeared again in September 1923.

T.P. Mathabathe of the Kilnerton Institution in Pretoria was a prime mover in the revival of the magazine. He filled the post of sub-editor from 1923 to 1926 and that of editor

CONFERENCE NUMBER.



Vol. 1—No. 1.

PRETORIA, SEPTEMBER, 1923.

PRICE SIXPENCE

SUBSCRIPTION 6s PER ANNUM

from 1927 to 1932 Front page of oldest available Good Shepherd (State library) and again from 1933 to 1934. Other members of the 1923

editorial staff were the Rev. W.A. Palmer (editor), and Messrs I.H. Rathebe, A.T. Raborife and S.M.S Rakumakoe. The first issue of The Good Shepherd (Vol. 1, No. 1) after its revival in 1923 is available in the State Library. The subscription was 25c per year or 5c (sixpence) a copy. The reappearance of The Good Shepherd in September 1923 (p. 3) was accompanied by an appeal to all teachers: "With this number The Good Shepherd Magazine makes a first bow to the public and starts a new lease on life. Every effort will be made to make it a living link between our members, and worthy of its title. This number is peculiarly a special Conference number. The next issue will be one of a wider range. The future of the magazine depends on an adequate circulation. Do not be satisfied till every teacher in your district is a subscriber to our magazine. A form of subscription is enclosed."

Between September 1923 and March 1945 The Good Shepherd appeared as a quarterly journal and from March 1945 until December 1946 as a monthly magazine. The subscription from March 1945 until June 1949 was approximately 3c a copy or 35c a year. Financial problems were again experienced and from 1947 onwards it reappeared as a quarterly journal.

The name The Good Shepherd comes from John 10:11: "I am the good shepherd..." The motto appeared with the depiction of The Good Shepherd on the cover was Ora et Labora (pray and work).

The name of the magazine was not universally approved. In the December 1931 issue (p. 11) Mos J. Madiba replied to criticism that the name was unsuitable: "The inception of our education is truly a fruit of Missionary work of which Christ, the photograph of whom is our Magazine emblem, is the foundation stone. To sever ourselves from the bonds of relationship with missionary work is the greatest of blunders. 'The knowledge of God is the beginning of wisdom' is a saying we all know; yet members of TATA still go so far as to criticise their close association with God and advocate for the adoption of strange and fancy names."

The editors of The Good Shepherd did not hesitate to publish correspondence containing sharp criticism of its content. In the issue of October 1946 (p. 6), for example, criticism of the quality of the journal is answered on and TATA members are again exhorted to make recommendations for improving the magazine. At the same time the aim and function of the magazine are explained: "The Good Shepherd is primarily established for the articulation of professional aspirations and for linking up its members."

D.P. Manne (1947, p. 11) was one of the teachers who responded to the appeal for recommendations on how to improve the journal. He made the following comments: "What really makes 'The Good Shepherd' poor is that for the last two years it has not been breathing the 'soul' of the teachers. There have been burning questions on Teachers' Salaries, Refusal of our children into Schools, Insecurity of Tenure in the Teaching Profession; etc. but

what has 'The Good Shepherd' been reporting? Singing competitions, cases of teachers in connection with singing trophies, and the like. ALL MUSIC. We want music but not the whole paper to be devoted to music..."

On the occasion of the silver jubilee in 1948 the role of The Good Shepherd in Black education was spelt out by J.M. Lekgetha (1948,p. 4): "The world today demands a strong non-European front, and all our efforts must be directed towards giving the non-European the right kind of education and, with this aim in view, all the non-Europeans must join hands. The Good Shepherd must act as the mouthpiece of the non-European and seek to discover new friends. We cannot afford to remain isolated." In 1956, its last year of publication, a Jubilee issue of The Good Shepherd was printed to commemorate the 50 years existence of Black teachers' associations in the Transvaal.

2.10.2 Editorial staff of The Good Shepherd (1911, 1923-1956)

The following list of The Good Shepherd office bearers was compiled from the available issues of The Good Shepherd Phago's



Rev. E.M.J. Phago

list (1966, pp. 13-14) and the list that appeared in The Good Shepherd of June 1938 (pp. 25-26) were also consulted.

Terms of service were documented on an annual basis, therefore changes which may have occurred during the year are not recorded.

Rev. W. Leue,

DEPOT AT
P.O. EERSTE FABRIEKE.

	Theko	teo ea		
Sepedi—		poso	Holland-Afrikaans—	
Difela with Tonic Solfa	5/6	Post 3d.	Gesangboek, gold	4/6 6d.
Testamente e mpsa e gouda ..	2/6	3d.	Gesangboek, rooi	4/- 6d.
Testamente ekhubedu	1/6	3d.	Agenda	6/- 6d.
Testamente empsa e gouda			Kinderbybel	1/6 3d.
(etata)	5/-	3d.	Kinderharp	1/- 1d.
Thuto ea Konfirmatie	1/6	2d.	Catechismus	3d. 1d.
Basokologi	1/-	2d.	English New African Readers—	
Kopelo e gouda	4/-	3d.	Introductory Reader	1/6 1d.
Kopelo e khubedu	3/6	3d.	Primer	1/- 1d.
Catechismus	6d.	1d.	Book 1	1/9 2d.
Padisho A & B	1/-	1d.	Book 2	2/- 2d.
Padisho 1	1/-	1d.	Book 3	2/6 2d.
Padisho 2	1/3	1d.	Book 4	3/- 2d.
Padisho 3	1/6	1d.	Book 5	3/3 2d.
Mphago	3/-	6d.	Hygiene (English Sepedi) ...	2/6 2d.
Agenda	7/6	16d.	Zulu Books—	
Ditaba tsa bibebe	1/6	3d.	Hymnbook	3/- 2d.
Ditaba tsa bibebe le diswantso	2/6	3d.	Catechismus	9d. 2d.
Dr. Marthin Luther	1/9	2d.	Zulu Primer	1/- 1d.
Ithuteng Mangoalong	1/6	2d.	Zulu Bible History	2/6 2d.
			Lethabo la beshego byo bek-	
			gethoa	1/- 1d.

TERMS CASH WITH ORDER.
REV. W. LEUE, P.O. EERSTE FABRIEKE,
Transvaal.

These textbooks may have been used by teachers in the 1930's.
(advertisement: Good Shepherd, June 1931).

A. EDITORS

1911	(January-June) Co-editors: Rev. W. Behrens and Rev. E. Reeves
1923-1926 :	The Very Rev. W.A. Palmer
1926-1927 :	R.W. Swarbreck, Esq.
1927-1932 :	T.P. Mathabathe
1932-1933 :	H.I.E. Dlhomo
1933-1934 :	T.P. Mathabathe
1934-1936 :	W.B. Ngakane
1936-1939 :	L.L. Radebe
1939-1945 :	E.M.J. Phago
1945-1946 :	J.S. Moagi
1946-1949 :	E.M.J. Phago
1950-1952 :	(Editorial Board) <u>N.M. Ramokgopa</u> , D.Rabotho, I.M. Rabotapi and S.V. Matabane (late)
1952-1953 :	I. Matlare
1953-1955 :	G.M. Pitje
1956-1957 :	J.S. Moagi

B. SUB-EDITORS

1923-1926 :	T.P. Mathabathe
1926-1927 :	I.R. Poho
1927-1930 :	J.R. Rathebe
1930-1932 :	W.B. Ngakane
1933-1935 :	J.B. Kuzwayo
1935-1936 :	M.L.D. Msezane
1936-1937 :	H.B. Nyati
1937-1939 :	Owen de Wet Mlisa
1939-1945 :	M.N. Mphelo
1945-1946 :	M.M. Thibedi

1946-1947 : S. Nkabinde
1947-1949 : M.L.D. Msezane

2.11 CHRONOLOGICAL LIST OF OFFICERS OF TRANSVAAL TEACHERS' ASSOCIATIONS FROM 1906 TO 1956

In this list of office bearers of teachers' associations since 1906 only one incumbent of a specific post of a specific year is given, except in cases where a post was filled simultaneously by more than one person. The spelling of the surnames of some of the pioneer teachers and also the initials in certain cases could not be established beyond doubt. In some cases the necessary information on the exact date of assumption or termination of duties could not be obtained and we therefore had to be satisfied with one incumbent a year. It is therefore possible that the office bearers listed in a specific issue of The Good Shepherd or ; TUATA do not correspond with the list below.

The list of office bearers was compiled from the available issues of The Good Shepherd (1923-1957), TUATA (1958-1984) and Phago's summary (1966, pp. 13-14).

2.11.1 PRESIDENT

1904-1905	No record
1906-1908	S.M. Makgatho (chairman)
1909-1917	Rev. F.J. Briscoe
1918-1919	Rev. J.E. Reeves
1920-1926	The Very Rev. W.A. Palmer
1926-1938	T.P. Mathabathe (honorary life president 1938-1943)
1938-1942	M.K. Molepo
1942-1945	S.J.J. Lesolang
1945-1947	J.E.M. Malepa
1947-1949	J.M. Lekgetha
1949-1950	R.L.T. Tshaka
1951	A. Maghubela (acting - 5 months)
1951-1953	Z. Mothopeng
1953-1956	S.P. Kwakwa

2.11.2 VICE PRESIDENT

1909-1910	Rev. W. Behrens
1910-1911	Rev. S.C. Searle
1911-1912	Rev. P. Trumpelman
1913-1917	Rev. W. Behrens
1918-1920	I.R. Poho
1921-1922	E. Mpe
1923-1924	I.H. Rathebe
1924-1926	T.P. Mathabathe
1926-1931	I.R. Poho
1931-1934	A.T. Raborife (also written Raborifi)
1934-1935	D.C. Marivate

1935-1937	M.K. Molepo
1937-1938	J.M. Lekgetha
1938-1942	S.J.J. Lesolang
1942-1947	A.E. Mpapele
1947-1948	J.E.M. Malepe
1948-1950	S.M. Lekhela
1950-1952	A. Maqhubela
1952-1954	J.S. Moagi
1956	R.B. Baloyi

2.11.3 GENERAL SECRETARY

1904-1905	No record
1906-1907	Rev. S.R. Motuba
1907-1908	Rev. R.N. Nkosi
1909-1920	T.P. Mathabathe
1920-1922	S.M. Maphahlele
1922-1924	T.P. Mathabathe
1924-1928	S.M.S. Rakumakoe
1929-1930	N.G. Mokone
1930-1933	J.R. Rathebe
1933-1936	L.L. Radebe
1936-1937	H.W. Monehi
1938-1942	S.P. Kwakwa
1942-1944	M.L.D. Msezane
1944-1945	S.H. Maseko
1945-1946	S.J.J. Lesolang
1946-1947	S. Talazo
1947-1949	G. Motsepe
1950-1951	B.S. Rajuili

1951-1952 E. Mphahlele
 1952-1956 H.H. Dlamlenze

2.11.4 ASSISTANT GENERAL SECRETARY

1904-1907 No record
 1907-1909 T.P. Mathabathe
 1909-1911 Rev. R.N. Nkosi
 1911-1912 No Asst. General Secretary
 1913-1920 S.M. Mphahlele
 1921-1922 N.M. Ramokgopa
 1922-1924 S.M.S. Rakumakoe
 1924-1925 S.P. Mqubuli
 1925-1927 T.H. Twala
 1927-1928 J.R. Rathebe
 1928-1929 N.G. Mokone
 1929-1930 E.M.J. Phago
 1930-1931 N.G. Mokone
 1931-1932 L.L. Radebe
 1933-1934 L.G. Ntuli
 1934-1936 H.B. Nyati
 1936-1942 C.R. Ntuli (Also written Ntuti)
 1942-1943 N.I. Mlahleki
 *1943-1945 A.M. Mapanzela + J. Mahlangu
 1945-1947 No Asst. Secretary
 1947-? S.H. Mbambo
 1951-1953 V. Ntshona
 1953-1956 Mrs. A.M. Mapanzela

* Filled post jointly or separately

2.11.5 GENERAL TREASURER

1904-1908	No record of finance
1909-1911	J.J. Molamu
1911-1912	T. Malefo
1912-1915	I.R. Poho
1916-1919	A.T. Raborife
1920-1927	Rev. C.M. Sehlapelo
1927-1930	E.M. Ramaila
1930-1932	I.R. Poho
1932-1936	L.R. Mothlabi
1936-1949	J.J. Musi
1952-1956	S.H. Mbambo

2.11.6 AUDITORS (Equivalent of Finance Committee)

1904-1920	No office created
1920-1922	Rev. A.E.N. Bolani and Mr J. Sello
1923-1924	Mr S.P. Mqubuli
1925-1926	Mr B.M. Motaung
1926-1927	Messrs. E.M. Ramaila and J. Kgomo
1927-1930	Messrs. B.M. Motaung, H.M. Maimane, L.R. Motlhabi and D.C. Marivate
1930-1931	Messrs. B.M. Motaung, H.M. Maimane, L.R. Motlhabi, E. Phago and S. Mongalo
1931-1932	Messrs. S.S. Tema, H.M. Maimane, M. Raphela, E. Phago and S. Mongalo
1932-1933	Messrs. M. Maleke and H.W. Monehi
1933-1934	Messrs. H.B. Nyati and H.W. Monehi
1934-1936	Messrs. J.J. Musi and H.W. Monehi
1936-1937	Messrs. H.B. Nyati and O.N. Phahle

2.11.7 CHAPLAIN

1927-1937	H.M. Maimane
1937-1938	J.H. Mahlamvu
1938-1941	I.R. Poho (also written Poee)
1942-1943	P.H. Leseeyane
1943-1948	Dr J.M. Nhlapo
1953-1956	E.A. Tlakula

CHAPTER 3

THE ESTABLISHMENT OF THE TUATA (1957)

3.1 INTRODUCTION

In the previous chapter the development of the teachers' associations that preceded the TUATA was discussed and the chapter concluded with the split in the TATA and the founding of a rival teachers' association, the TATU. This split was a serious blow to the unity among Black teachers and was particularly regretted by those people who had sacrificed so much to establish a professional association for Black teachers in the Transvaal. The discord that had prevailed since 1950 and had divided the teachers into two camps was ended after seven years with the founding of the TUATA. However the reconciliation and consolidation was effected only after the implementation of a carefully planned strategy that required diplomacy of a high order.

3.2 THE AMALGAMATION OF THE TATA AND TATU. THE ESTABLISHMENT OF THE TUATA (26 JUNE 1957)

At the annual conference of the TATA in October 1951, the newly elected President, Mr Z. Mothopeng, declared that the executive management regarded it as its task to unite Black teachers in the Transvaal in one teachers' association. It was also decided at the conference "...that it was no use harking back on the causes of the split: both sides were to blame, and Pietersburg was only a culmination of Lydenburg and Bapong" (Mphahlele 1952, p. 3).

An important initiative in the consolidation was an invitation to the executive management of the TATU, whose president at the time was Mr Lekgela, to convene a joint conference during which the Van Riebeeck Day celebrations (6 April 1952) and the implementation of the Eiselen report would be discussed. The occasion was put to good use, since preliminary discussions were held with a view to arranging a joint conference at Witbank (Mphahlele 1952, p. 3).

However the bitterness and tension between the TATA and the TATU made a rapid reconciliation unlikely. The split between these two associations was complicated by the fact that the discord between the two executive managements was greater than that among the teachers themselves. This matter was discussed in The Good Shepherd of June 1952 (p. 4): "There is no need that we should seek to maintain the two bodies. The teaching masses are at heart not divided. The leadership divided because they failed to see eye to eye. The masses who are the repository of sovereign power, still feel they should be where they were before the Pietersburg Conference." S.P. Kwakwa, President of the TATA, in particular tried very hard to unite the TATA and TATU (Peteni 1979, p. 61).

The amalgamation of the TATA and the TATU into the TUATA at White River on 26 June 1957 was a happy event - as can be seen from Letholoa Leshoai's (1958, p. 4) memories of the occasion: "I can still hear the strains of vigorous singing of the National Anthems by those who had gathered at White River. Dozens of teachers stood there and sang jubilantly with the tears of joy welling in their eyes.

It was a spectacle that will be hard to forget. One felt that the old way of progress and prosperity among the teachers had been restored." Mphahlele (1958, p. 9) was so moved by the new unity that he wrote a poem on the subject:

THE BIRTH OF TUATA

by D.M. Mphahlele

What is this that we hear of?
In branches far and near,
What is this that is newly formed?
In teachers' ranks far and near.

Is this a teachers' association?
For all teachers young and old.
Is this a united association?
For teachers to cherish and uphold.

Glory goes to you Stalwarts,
Kvakwa and Lekgela of the past,
Glory goes to you teachers,
TATAS and TATUS of the past.

TUATA thou are surely born,
To serve and guide forever,
TUATA thou art strictly meant,
To breathe and stay forever.

It should be made clear here that the establishment of the TUATA did not mean the coming into being of a totally

new teachers' association with a radically different approach and task. In fact, nothing drastic had happened, but the united that was added to the name became the symbol of solidarity and the word gained emotional meaning. The TUATA could therefore continue where the TATA left off in 1950 before the Great Split. The function and field of work was mainly determined by circumstances. The realization that Black teachers were being discriminated against contributed directly to uniting teachers and thus giving them greater bargaining power. The following version of the aims of TUATA and the given interpretation thereof should clarify the essentials regarding this teachers' association.

3.3 THE AIMS OF THE TUATA

The TUATA's aims since its founding in 1957 cover the whole spectrum of Black education and include many diverse matters. Any attempt at formulating these aims in detail could lead to an erroneous image of the character of the TUATA. The TUATA's wide involvement cannot be expressed in terms of a few objectives and this is probably why these objectives are generally very broadly defined (cf. Constitution, 3.4). Matsetela (1975, p. 15) says on the subject: "The point I wish to make is that TUATA has many aims and therefore a hundred possibilities. Our duty is to interpret these aims correctly and actualise them alongside one another through honest and equitable distribution of our resources."

In various contributions to TUATA Zwane discussed the function of the TUATA and defined its primary objective, namely that every child should receive the best possible

education. He added that to achieve this the child should co-operate wholeheartedly: "Each member should make it his/her duty to make the pupil aware, from the Kindergarten to the High School, that any future we speak of can only be realized with their co-operation, active participation and involvement in all sectors of our development."

However the TUATA was not only concerned with education in the narrow sense, as can be seen from a circular in TUATA of October 1964 (pp. 13-14) in which members of the various committees of the TUATA were reminded of 19 conference decisions that they had to consider very carefully and on which they have to report back at the next meeting of the general executive. Involved here were issues such as obtaining civil servant status for teachers; enabling more schools to offer instruction up to Std 10 level; the payment of annual service bonuses to all Black teachers; the immediate appointment of deputy principals at all schools that qualified for such appointments; the adjustment of the retirement age from 55 to 60 in the case of women teachers and from 60 to 65 in the case of men; a request to the



Mr I.E. Zwane

department to revise and improve the syllabuses for the junior secondary course and a request to the Bantu Education Department to appoint "Africans" as "Administrative Organizers, and (in) all posts above that of Sub Inspectors". Although the primary aim of the TUATA (and also of its predecessors) was and is the promotion of Black education in general, other issues were raised periodically - for example the improvement of teachers' salaries and conditions of service, the recognition of their status, the financing of Black education and the merits and extent of mother tongue instruction.

According to Ramphisa (1982, p. 3) the TUATA became more deeply involved in promoting education among Black pupils in the period from 1969 to 1979. Unrest, class boycotts and demonstrations by Black pupils and particularly the events in Soweto during 1976 probably heightened this involvement by the TUATA. (On 16 June 1976 large-scale protests erupted in Soweto in particular against the decision that Afrikaans and English would be used on equal basis as medium of instruction in secondary schools. Although English was generally preferred as the official language and medium of instruction after Std 2, schools were instructed to teach certain subjects in high school exclusively in Afrikaans. Teachers who were unable to speak Afrikaans did not feel qualified to use the language as the medium of instruction (Ramphisa 1982, pp. 88-91; From the press 1976, pp 14-18).

In a summary by Taunyane and Zwane the nature and task of the TUATA are defined clearly, and in a call to teachers not to leave the profession Taunyane (1977a, p. 37) again

assured them of the TUATA's constructive involvement in the promotion of Black education in general: "The TUATA assures them that it will continue to fight among others for a reduced teacher-pupil ratio, improved conditions of service, equal pay, for its own bargaining power, but above all for an improved educational system that will make every Black child a worthy citizen of South Africa." Zwane (1974, p. 9) leaves no doubt about the TUATA's priorities either: "Fundamental as well as basic in our priorities, is EDUCATION. 'The foundation of a state is the education of its youth', and it is also true that 'The best investment any people can make is by educating the youth'. We, as true TUATANS are unavoidably involved in Nation Building. This is the challenge of our times. As we gird ourselves for the great task ahead, we should have a clear perspective of the situation - that nobody should rest satisfied with his lot, bemoaning and weeping by the rivers of Babylon. He should always think of bettering his lot. This can be achieved by a people dedicating themselves to the mission of propagation of education..."

The various aims of the TUATA are contained in the constitution of the association, which reads as follows:

3.4 CONSTITUTION OF THE TRANSVAAL UNITED AFRICAN TEACHERS' ASSOCIATION

(Revised version of the constitution in TUATA of August 1974, p. 22)

ARTICLE 1

Name:

The name of the Association is "THE TRANSVAAL UNITED AFRICAN TEACHERS' ASSOCIATION" (hereinafter referred to as the "Association").

ARTICLE 11

Aims and objectives

The aims and objectives of the Association are:-

- (a) To study the educational needs of the African People in particular, and those of the Republic of South Africa in general and to effect or bring about the necessary improvement called for from time to time.
- (b) To establish, or encourage the establishment of educational committees, to study the various educational problems and enlighten from their findings both the African Teaching profession and the African Parents in order that improvements in the various fields of African life can be achieved.
- (c) To maintain, promote and protect the interests and rights of the African Teachers and to employ in this connection any lawful and constitutional means necessary for the achievement of these aims.

- (d) To afford members advice and assistance of a legal nature or otherwise, in matters arising from their profession.
- (e) To encourage and promote African Literature, Art and Music and to hold from time to time exhibitions, shows and competitions relating to the above.
- (f) To establish a Scholarship Fund to assist needy and deserving African scholars.
- (g) To work for the greater unity of the Teaching profession in the Transvaal.
- (h) To strive continually for the advancement and promotion of education and the elevation of the status of the Teaching profession in the Transvaal.
- (i) To be the mouthpiece of members in the expression of their views, to educational authorities, and to the African Teachers' Association of South Africa.
- (j) To represent the Transvaal African Teaching profession at a National level."

Although the TUATA is primarily concerned with the situation in the Transvaal with regard to Black education in general and the teacher in particular, it liaises on a broad front with other similar associations so that it does not become isolated. In order to serve education (and the teacher) better, the TUATA realized that it had to form part of a larger whole and thus gain greater bargaining power and expertise in solving common problems.

This is the background against which the TUATA's national and international ties with the ATASA and the WCOTP respectively (to be discussed later) should be seen.

3.5 THE TUATA'S TIES WITH OTHER ORGANIZATIONS

3.5.1 The African Teacher's Association of South Africa (ATASA) (formerly the South African Native Teacher's Federation - SANTF)

The ATASA is a federal teachers' association with which the TUATA, NATU (Natal African Teachers' Union), CATU (Cape African Teachers' Union), OFSATA (Orange Free State African Teachers' Association) and CISTU (Ciskei Teachers' Union) are affiliated on a provincial basis (Peteni 1979, p. 140).

The predecessor of the ATASA was the South African Native Teachers' Federation (SANTF). This association was founded in 1921 to serve as the mouthpiece for all four teachers' associations, particularly in matters such as higher salaries and the formulation of a healthy financial policy for Black education (The Good Shepherd March 1934, p. 7) The establishment of the SANTF was initiated mainly by Prof. D.D.T. Jabavu, a well-known academic of the South African Native College at Fort Hare. Prof. Jabavu was succeeded as president of the association by Prof. Z.K. Matthews. Other members who were actively involved in the activities of the SANTF were Messrs J.I. Nhlapo (vice-president), T.P. Mathabathe (honorary general secretary) and A.W. Dhlamini (honorary general

treasurer) (The SA Native Teachers'... 1934, p. 7; Nhlapo 1937, p. 7).

The SANTF met in Bloemfontein once a year as it was the most central location for all four provinces. From the very beginning, and at every meeting, the association declared itself in favour of certain reforms. The government was, for example, repeatedly asked to transfer control over Black education from the provinces to the Union Government, particularly because the Administration of Native Affairs was a national and not a provincial body and because the budget for Black education was provided by the government (cf. 2.8.5). The association also continuously advocated a better salary dispensation for all Black teachers in the Union (Mathabathe 1936, p. 7).

At the annual conference held in 1962 in Johannesburg the Federal Council decided to change the association's name to the African Teacher's Association of South Africa (ATASA). Mr. D.M.L. Mphahlele, who later became President of the



Prof. D.D.T. Jabavu



Mr D.M. Mphahlele

TUATA (1966-1974), was elected the first President of the ATASA (Peteni 1979, p. 111). The primary function of this association was to serve as a link between the provincial associations for Black teachers and the government (Education and Training) on the one hand, and international teachers' associations on the other.

In 1981 the ATASA celebrated its diamond jubilee. Peteni (1981, p. 2) describes the association's success in the fifty years of existence as follows: "Her greatest success has been her resilience and her ability to survive as a national association of Black teachers, in spite of state policies which sought to split the Black community into small tribal fragments."

In ATASA-1984-ATASA's Education Upgrade Programme the aims of the association are clearly stated. Of primary importance is the improvement of training for Black teachers, since 80 % of the 82 000 Black teachers in the RSA have only a Std 8 certificate. "An immediate priority is to raise this qualification to Matric level and then to train and motivate the teachers to apply their knowledge in more effective classroom education." Consequently the ATASA, which represents 42 000 teachers (1984), launched the Education Upgrade Programme with its nine distinct objectives (p. 2):

- "1. To develop self-esteem, motivation and morale in the teaching profession.
2. To improve the management of schools.

3. To upgrade the "classroom competence" of teachers (i.e. in methodology, language fluency, effective use of aids, etc.).
4. To improve the academic qualifications of teachers.
5. To enhance the educational, sporting and cultural facilities in schools, where these are inadequate.
6. To improve pupil motivation and study skills.
7. To encourage parental involvement in and support for the educational process.
8. To retain high-calibre teachers in the profession and to attract greater numbers of such teachers in the future.
9. To co-operate with other organizations which are working towards improving the quality of Black education."

The question of motivation and professional pride are rated very highly by the ATASA: "It is only when headmasters and teachers feel competent and motivated to do their jobs that the quality of classroom education will change. No amount of academic training, on its own, will achieve this" (p. 2).

At present Black teachers cannot register with the South African Teachers' Council for Whites and neither are they represented on this council. In terms of Act No. 90 of 1979 provision has been made for the establishment of a similar body with disciplinary powers for Black teachers. Although there have been discussions between the ATASA and the Department of Education and Training on this subject, the ATASA has not yet agreed to the establishment of such a council (Department of Education and Training 1980, p. 53).

The TUATA's ties with the WCOTP at international level will now be discussed.

3.5.2 World Confederation of Organisations of the teaching profession (WCOTP)

The ATASA (cf. 3.3.1) is the only South African teachers' association that is affiliated with the WCOTP. Owing to the TUATA's affiliation with the ATASA on a federal basis it has been represented indirectly in this international organization since 1974. On 1 August 1973 the President of the ATASA at the time, Mr C.N. Lekalake, made his "admission acceptance speech" and was presented with the membership certificate (ATASA 1974, p. 4).

The WCOTP was founded in 1952 when three international teachers' associations amalgamated, namely the World Organization of the Teaching Profession (WOTP), the International Federation of Teachers' Associations (IFTA) and the International Federation of Secondary Teachers (FIPESO). IFTA and FIPESO became constituent federations of the WCOTP. Teachers' Associations throughout the world are affiliated to the WCOTP which functions at an international level by contributing to the exchange of professional knowledge, methods and organizational expertise among its members. It also promotes education in general and the status of the teacher in particular.

The following exposition of the activities of the WCOTP is taken verbatim from the association's constitution (WCOTP... 1974, pp. 29-30):

"Aims and Functions"

Non-governmental and non-political, WCOTP consolidates teachers engaged in elementary, secondary and higher education in order to promote:

- (a) Education for international understanding and goodwill, and closer relations among teachers the world over;
- (b) the material and moral rights and interests of the teaching profession;
- (c) continuing improvement of educational policy and practice and the academic and professional qualifications of teachers;
- (d) representation of the teaching profession generally and of the member associations collectively in the international aspects of educational policy.

WCOTP is concerned with equal force with the professional and trade union concerns of teachers' organizations as interrelated parts of one whole. The Confederation believes that all national teachers' organizations should be free to determine their own policy and programmes to fit the national situation, and that the aim of the Confederation should be to bring them together at the international level, to serve their common interests in education, regardless of their political, religious or other orientations. Approximately one-half of the member organizations are affiliated to central trade union congresses; approximately one-half are not. Although established specifically to serve the interests of teachers and teachers' organizations, the World Confederation and its member organizations are actively concerned with all

aspects of world peace, national development and social progress." (WCOTP, 1974, p. 30).

According to Thompson (1980, p. 11), the Secretary-General of the WCOTP, the function of this international teachers' association should be seen as similar to that of a national teachers' association, namely to provide its members with a continuous exchange of professional knowledge and experience. Accordingly the status and standard of education are increased and the members of the association are protected.

3.6 THE TUATA MAGAZINE

It is essential for an association, particularly a professional teachers' association such as the TUATA, to remain in continual contact with its members through an official publication. In this way decisions, information and problems can be brought to the members' attention, and at the same time the association can be kept informed about its members.



Mr C.A.R. Motsepe

When the TATA became the TUATA in 1957, the publication of The Good Shepherd ceased. A new publication, TUATA, was published for the first time in 1958.

In the first issue of TUATA in June 1958 the President of the TUATA, Mr C.A.R. Motsepe, wrote the following: "In welcoming and launching this most important organ of our movement, I wish to congratulate and thank all those who made this magazine possible, by sending articles for publication, or by assembling articles. I wish further to emphasise how important it is, that we as teachers should have a special place in our hearts for this organ. This magazine should be a mirror through which we should know ourselves more intimately, and a forum where we attempt to discover the truth in respect of our daily problems" (1958, p. 1).

Today TUATA remains a symbol of solidarity among the members of the association and functions as a medium through which its readers can express their views. Douglas (1980, p. 3) regards the task of TUATA as follows: "This publication serves to enhance the standing of TUATA as a powerful body which exerts itself openly yet responsibly for the rights of its members". The extent of the TUATA's authority and influence is apparent considering that this organization represents some 34 000 members and that 32 180 copies of the January-June 1985 edition of TUATA were distributed to members at 26 branches (Rikhotso 1985, pp. 38-39).

In a letter dated 7 November 1966 addressed to Messrs Bowen, Sessel and Goudvis (Bowens), who are still the TUATA's legal representatives, application was made to register TUATA as an official newspaper. In terms of Act 63 of 1965 the undertaking was also given to send copies regularly to the following institutions:

The Chief Librarian
Periodical Department
State Library
P.O. Box 397
PRETORIA

The Librarian
Natal Society Public Library
P.O. Box 415
PIETERMARITZBURG

The Librarian
Parliament
CAPE TOWN

The Chief Librarian
The SA Public Library
CAPE TOWN

The Librarian
Bloemfontein Public Library
BLOEMFONTEIN

Unfortunately all the published TUATAS could not be traced at the State Library, Unisa and the HSRC.

The following persons have filled the posts of editor, sub-editor and chaplain respectively of TUATA since 1958:

EDITOR

1958-1960	D.M.L. Mphahlele
1960-1961	B.L. Leshoai
1961-1964	W.S. Mogoba
1964-1965	S.K. Matseke
1965-1970	L.M. Taunyane
1970-1972	L.M. Mathabathe
1972-1975	M.B. Kumalo
1975-1979	J.T. Matsetela
1979-1980	E.Nkondo
1980-1981	T.M. Douglas (acting)
1981-1982	E. Nkondo, P.E.O. Rikhotso
1982-the present	P.E.O. Rikhotso

SUB-EDITOR

1958-1960	J.S.M. Khumalo
1960-1961	M.S. Mogoba
1961-1964	J.S.M. Khumalo
1964-1965	L.M. Taunyane
1965-1968	M.L. Mathabathe
1971-1972	M.B. Khumalo
1973-1975	J.T. Matsetela
1975-1976	vacant
1976-1979	G.M. Simelela
1979-1980	T.M. Douglas
1980-1984	D.D.T. Ncokazi
1984-the present	E.M. Yeni

CHAPLAIN

1958-1961	S.S. Malinga
1961-1964	A.S. Ngubeni
1964-1973	N.J.K. Molope
1973-the present	W.L. Motloi

It has already been mentioned (cf. 3.2) that the TUATA is really merely another name for the TATA (as it was before the Great Split) and that it therefore does not represent a completely new teachers' association, setting a new course in Black education. The list of names of the TUATA's office bearers supports this statement, since many of them had already been active in Black education for many years and had supported the TATA's objectives.



Rev. W.J.K. Molohe



Rev. W.J. Motloi

3.7

CHRONOLOGICAL LIST OF TUATA OFFICE BEARERS SINCE 1957

The following list of TUATA office bearers was compiled from the available TUATAS (1958 to 1984) that are included in the bibliography.

Because the exact dates of commencement of service are unknown in many cases, the terms of office are indicated in years, although some changes occurred in the course of a year. This means that even though the name of a specific office bearer is given for a particular year, he was not necessarily the only person to fill that post in the course of that year.



Messr. A. Th.R. Masipa and L.M. Taunyane



Mr S.J. Moseneke
(Vice-president of TUATA since 1974)

PRESIDENT

1957-1963	C.A.R. Motsepe
1963-1965	P.R. Ngwana (first acting)
1965-1966	J.S.M. Khumalo
1966-1974	D.M.L. Mphahlele
1974-the present	L.M. Taunyane

VICE-PRESIDENT

1958-1960	B.L. Leshoai
1960-1962	H. Ntsaba
1962-1964	P.R. Ngwana
1964-1965	E.M. Nkondo

1965-1968	P.R. Ngwana
1968-1970	J.S.M. Khumalo
1970	W.E.M. Chueu (briefly)
1970-1974	L.M. Taunyane
1974-the present	S.J. Moseneke

GENERAL SECRETARY

1958-1959	H.H. Dlamlenze
1959-1961	D.M.L. Mphahlele
1961-1974	I.E. Zwane
1974-1976	M.M. Ramokgopa
1976-1979	S.M. Bopape
1979-the present	B.L. Mayeza

ASSISTANT GENERAL SECRETARY

1958-1960	A.S. Moloi
1960-1961	I.E. Zwane
1961-1964	A.L. Moloi
1964-1971	A. Th. Masipa
1971-1974	M.M. Ramokgopa
1974-1975	B.L. Mayeza, M.M. Ramokgopa
1975-1976	B.L. Mayeza
1976-1979	B.L. Mayeza, N.G. Ramasia
1979-1980	S.J. Kotsane, M.D. Nemauluma
1980-the present	S.J. Kotsane, F.M. Tladi

GENERAL TREASURER

1958-1964	S.H. Mbambo
1964-1970	M.R. Mamabolo

1970-1973 N.C. Soko
1973-the present A.Th. Masipa

3.8 REVIEW

As was the case with the TATA (Chapter 2), the history of the TUATA reveals a mixture of seriousness and humour, disappointment and fulfilment. Many events with far-reaching consequences occurred on various fronts, such as the Soweto riots of 1976 (briefly mentioned 3.3). The feelings of school children and adults alike were aroused and this ushered in a phase of conflict and destruction. Today there is still dissatisfaction about too few schools and teachers, and the resultant unmanageable classes. At the same time there is a sense of achievement because salary parity on the basis of training and experience has at last been obtained for all population groups. There have been periods of despondency, such as after the tragedies at Tembisa and the Madikoti Technical College, but it would be an enormous undertaking to record all these events and to determine their effect, if any, on the course of Black education. Future researchers will be better able to review these events and judge them impartially.

Against the above background the chapter ends with an account of the accident at the Madikoti Technical College and a number of humorous anecdotes.

3.8.1 The "Koma" practised on Mr Amos Rakgoma Motsepe and the legal implications of this deed.

In this unusual case of circumcision heard in the Transvaal Provincial Division of the Supreme Court (Case

No. 1. 2742/75) before the Honourable Mr Justice Botha the plaintiff, Mr A.R. Motsepe, claimed damages for alleged assault and unlawful imprisonment. The eight defendants were Pedi members of the Matlala tribe of the district of Groblersdal.

At the time of the events Mr Motsepe was Principal of the Metsanangwana School, Chaplain of the TUATA and a lay preacher. Mr Motodi Matlala the seventh of the eight defendants in the case, was generally regarded as the Chief of the Matlala tribe and therefore as the representative of the Matlala tribe.

Mr Motsepe explained that he went to Brakpan on 30 May 1970 to officiate at a wedding. The next day he was to have been taken home by his half-brother, Meschack Motsepe, who was also the bridegroom. On their way back from the wedding they were accompanied by a number of people, most of whom later became defendants in the court case. They stopped at Johannesburg where they were joined by two other men.

Early in the morning of 31 May, the day they left for Mr Motsepe's house, they stopped at a place called Doringlaagte and Mr Motsepe was told to get out of the car. When he refused to do so he was dragged out by Bob Matji, one of the defendants in the court case. Subsequently he was ordered to take the road to Driefontein to the tribe's circumcision school. As Mr Motsepe kept resisting and struggling the other men tried to carry him and beat him with sticks. He felt blood on his face and got tired. One of the defendants, Karl Diphofa, ordered that

Mr Motsepe's hands be bound and that his jacket, overcoat, shoes and later his shirt be removed. Mr Motsepe was told that the Chief and the tribe supported his captors and that he had to say he had agreed to go the circumcision school or else he would be killed.

On arriving at a spot just outside the encampment of the circumcision school, the Chief and the Headman were called and a circle was formed around Mr Motsepe. He was then asked if wanted to be circumcised. Mr Motsepe had no other alternative but to agree because he feared for his life as he had been threatened with death if he did otherwise. After the Chief had ordered that Mr Motsepe be circumcised, the men started to sing and shout as they formed a long corridor. Mr Motsepe's trousers were taken off and he had to sit on a stone in front of a man who then circumcised him in the presence of many spectators. He experienced severe pain and bled for about fifteen or twenty minutes. Mr Motsepe had to kneel at a certain spot so that the blood could run onto the ground. Sometimes he felt like fainting.

Mr Motsepe had to stay at the circumcision school from 31 May 1970 until 26 June 1970. According to tribal customs, a person who joined the school was not allowed to leave until the term of attendance laid down by the circumcision school had expired. It was also physically impossible for him to escape because of the continuous presence of guards and people surrounding him. He endured pain for about five weeks and it took still longer for the wound to heal completely. His humiliation was aggravated by the fact that other candidates for the

circumcision school were pupils from his school. He was made to sing and dance and was ridiculed and insulted, especially over weekends when visitors came from Johannesburg. As the judge later pointed out, Mr Motsepe was forced to do something of which he strongly disapproved and he was subjected to ridicule that must have hurt him deeply, especially in the presence of a large number of youngsters who were pupils at his school.

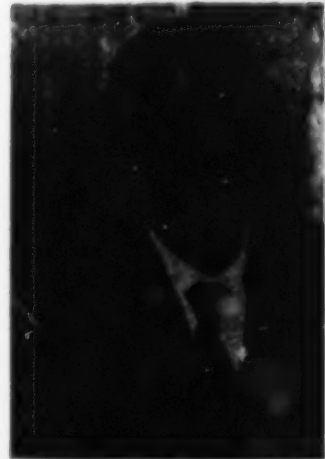
In the court case that followed, Meschack Motsepe (defendant) explained that Mr Motsepe (plaintiff) had said that he would be going along to the circumcision school. He believed that the plaintiff wanted to be circumcised. He also denied that he had assaulted the plaintiff.

Mr Justice Botha said that Mr Amos Motsepe had made a very good impression on him and he accepted his evidence without any hesitation as true. He found Meschack Motsepe a most unsatisfactory witness in that he had been deliberately untruthful in a number of respects. He therefore rejected his version of the events. The Judge found Chief Motodi Matlala to be a thoroughly unsatisfactory and untruthful witness. He found that the Headman, Lesolo Maloka, was an elderly man who was subjected to the authority of the Chief and had changed his evidence to coincide with the Chief's.

The reasons why Mr Motsepe was kidnapped and circumcised were most probably that the circumcision school was used as a means of strengthening the Chief's position and authority within the tribe. Any man who has not attended the circumcision school was not favoured by the Chief and

was considered an outsider and actually not a "man". The Judge also thought it probable that the gang who kidnapped the plaintiff had decided it was time to teach him a lesson and to bring his independence to an end by forcing him to conform to tribal customs.

The Judge found both the Chief and the Headman guilty. In the case of the Chief, Judge Botha found him guilty of general damage to the plaintiff and ordered him to pay the sum of R 5 000 in this regard. The Chief also had to pay the sum of R275 to compensate the plaintiff for loss of earnings during the time he was forced to attend the circumcision school. The damages awarded against the Headman were substantially less than those awarded against the Chief. The Headman's liability was fixed at R500. The two defendants were also held jointly responsible for paying the plaintiff's legal costs according to the Supreme Court scale (Botha, 1975: 4-11).



Mr A.R. Motsepe

3.8.2 Accident at Madikoti Technical College (27 September 1967)

A successful TUATA Cultural Day was to end with a dance and beauty competition in the hall of the Madikoti Technical College (Pietersburg) on the evening of 27 September 1967. The drum majorettes of the Mokopane Training College (Potgietersrus) were marching along the street next to the fence on their way to escort a TUATA guest of

honour into the hall. As a precautionary measure guides had been placed at strategic places along the street to regulate traffic near the marching drum majorettes and to control the spectators.

A car approached the scene from an easterly direction without heeding the signals of the guides. It first knocked down some of the guides and then ploughed through the rows of spectators and marching students before coming to a standstill. Some victims lay motionless, and others moaned in pain. Bystanders, members of the TUATA in particular, offered their cars to convey the injured and dead to the Pietersburg Hospital, while Mr S.R.M. Hlahla went to Potgietersrus to inform the principal of the Mokopane Training College of the accident.

Alexander Mphahlele (Mokopane Training College), Phila Keetse (11 years) and Malema and Grace Matsebangope (both 13 years) died in the accident. About 40 people were admitted to hospital and about 30 treated and discharged.

The driver of the vehicle concerned fled, but later that evening turned himself in at the Seshego Police Station. His car was stoned and burnt at the scene of the accident by a hysterical crowd.

The TUATA paid the funeral costs of the four people who died. The association was represented at the funeral by Messrs L.M. Taunyane, S.J. Moseneke and M.M. Ramokgopa, who addressed the mourners. Phila Keetse's grandmother was so grateful for the support received from the TUATA

that she wanted to join the association: "Your association is a holy one. Please allow me to join it and whilst you are busy talking English I will look after the pots" (Hlahla 1976, p. 10).

3.8.3 In lighter vein

During the approximately 80 years of the TUATA and its predecessors' existence, tireless efforts were made to promote Black education and improve the working conditions of teachers. Nevertheless there was a lighter side too. Some anecdotes that were recorded in the official mouthpieces reflect the humour and human aspects that lend colour to the past. (Unfortunately many humorous incidents were not written down because they were regarded either as unimportant, would place a person or population group in an unfavourable light or could expose the person concerned to retribution or ridicule.)

(a) The Good Shepherd, March 1948 (p. 23)

"The death of Fred. I. Rapoo (48 years) of Luka School, occurred on the 13th February 1948. Mr Rapoo was struck by violent lightning while in his lands planting mealies. We presumably came to the conclusion that the planter had an iron magnet which attracted the lightning. Similar occurrences have been reported in the same district due to the same cause." (The report was placed by K.E. Mokgatle, Principal of the Luka Tribal School.)

(b) TUATA, December 1964 (p. 19)

An inspector, Mr P. van Heerden, paid a surprise visit to a school in the Louis Trichardt district. To his surprise he found a boy of about 15 in front of a class, teaching enthusiastically. To his question as to where the teacher was, came the reply that he was sitting in

the sun behind the school and that the boy was being paid 20c a day to take his classes for him.

(c) TUATA, May 1965 (p. 26)

This issue contains a complaint from a person in Soweto, who said that he had been an exemplary pupil at a school in Mafeking and that he needed a testimonial from the principal there to apply for a job in Johannesburg. The principal was prepared to provide the testimonial but only if he was paid R4,60. When the applicant explained that he did not have the money, the principal was no longer interested in helping him.

3.9 CONCLUSION

In this chapter the establishment, aims, ties and a few other aspects of the TUATA's activities were highlighted. If it had been written from another perspective, such as a purely educational one other matters would probably have been included, causing a shift in emphasis. An analysis, of, for example, Act No. 47 of 1953 or Act No. 90 of 1979 or of the unrest and riots among Black pupils and students and their implications for Black education in the Transvaal in particular, would have yielded interesting research material, but the more recent events and their implications are better left to future researchers.

Chapter 4 will cover the progress made by the TUATA in its continuation of the TATA'S activities.

CHAPTER 4

ACHIEVEMENTS OF THE TUATA

4.1 INTRODUCTION

In the previous chapter (cf. 3.3) it was stated that the TUATA should not be judged on the basis of objectives that are formulated rigidly and adhered to slavishly. The TUATA'S activities cover such a wide field that its initiatives cannot (and should not) always be related to a specific objective. The aim here is therefore not to focus on the ten objectives of the TUATA'S constitution (cf. 3.4) or to evaluate the association's activities on the grounds of these objectives.

The association's (a) promotion of Black education in general and (b) improvement of the status and working conditions of teachers in particular will now be discussed.

To place the TUATA'S role since 1957 in perspective, particularly with regard to the objectives mentioned in 3.4 that have been fully or partially achieved, the contributions of other institutions such as the TATA, ATASA, the various provincial teachers' associations, the Department of Education and Training and the government itself should also be acknowledged. In the field of education it is often found that various institutions help to solve a particular problem and that the result is the consequence of a team effort rather than individual contributions. The improvement in teachers' salaries during the past decade is a good example of a joint effort by vari-

ous teachers' associations and education departments. However no researcher of the TUATA'S history will deny the constructive role played by this association (which represented about 34 000 members in 1985) in what has already been achieved in Black education.

Although this chapter concerns the TUATA'S successes in various fields, the work done by its predecessors until 1957 should also be remembered. The role of the TATA should, for example, receive credit without the TUATA'S contribution being minimized.

In view of the above, reference will necessarily have to be made to initiatives that were started before 1957 by other teachers' associations and which bore fruit in the TUATA period. Where applicable therefore, the TUATA'S achievements will be judged against a specific historical background.

4.2 THE PROMOTION OF BLACK EDUCATION IN GENERAL

Because the TUATA'S involvement in Black education in general spans such a wide field, a discussion of the most important facets with which the TUATA concerned itself and in which significant progress has been made will suffice.

4.2.1 Equal educational opportunities for all children

Education of equal quality and equal educational opportunities have always been the TUATA'S (and before it the TATA'S) ultimate goal (cf. 2.8.5.). However, to understand the inequality in the education of the Black child that has set in over the years, it is necessary to real-

ize that shortcomings had been present ever since mission education was first introduced. In 1941 Phago (p. 11) wrote the following under the heading "The New Order in Education": "In our new order in education, then, it is imperative to see in the first place that the African child is not placed at a disadvantage to the child of any other section of the community. Full educational facilities should be granted him. His place in education should be a source of inspiration by offering him all the comfort and amenities of learning such as are provided to others."

Various reasons can be given as to why Black education lags so far behind and has a standard that is so much lower than that of White education. The shortage of secondary schools and trained teachers to teach in them was (and still is) an important reason why so few Black pupils have received a secondary education. As far back as 1924 there were pleas for the expansion of secondary education as an increasing number of pupils were successfully completing the Primary High School Certificate Course and wanted to further their studies. At that stage they had to go to great expense to continue their schooling in other provinces (Editor's notes and comments 1936, pp. 4-5). Owing to a lack of funds mission schools could offer only an elementary education to a limited number of children. In The Good Shepherd of March 1936 (p. 5) this unsatisfactory state of affairs is discussed : from 1901 to 1910 there were five Black matriculants, from 1910 to 1920 there were 22, from 1921 to 1930 there were 96 and from 1931 to 1934 there were 130.

A further reason for the disadvantaged position of Black education in the past was simply that parents, particularly those with large families, could not afford to send their children to school. In The Good Shepherd of March 1941 (p. 7), for example, dissatisfaction was expressed at the fact that Black parents had to pay school fees and buy textbooks, while the other population groups did not have to pay anything. The Transvaal Education Department's justification for this was that Black schools were merely assisted by the government (state aided) and that the actual control and financing lay in the hands of the mission societies, under whose jurisdiction Black education fell.

The TUATA and other teachers' associations have petitioned continuously for more schools and free schooling. Although there is currently still a shortage of schools, progress has been made towards the ideal of having all children attend school for at least the duration of the primary school phase. In a special circular, 32/2/1 of 10 November 1980, a former Minister of Education and Training, Dr F. Hartzenberg, declared: "It is the Government's declared intention to provide equal education opportunities for all population groups. In accordance with this principle my Department has been actively engaged in preparing the way for the introduction of compulsory education on a regional basis as provided for in the Education and Training Act (Act No. 90 of 1979)."

4.2.2 The introduction of compulsory free education

The long-cherished ideal of compulsory free education was reiterated by the TUATA at a special conference in

Atteridgeville on 3 March 1968: "In view of the sound economic position of the Republic of South Africa and the eagerness and preparedness of the African population to receive education..., this Conference resolves to request the Government of the Republic of South Africa... to make the Education of all African children, between the ages of six and sixteen years compulsory, for this is the trend in various communities in South Africa and the world" (Editorial 1973, p. 3).

There are various reasons why the desired progress has not been made with compulsory education for Black children. An important one is the financial implications of providing every child with a compulsory, basic school education. Various TUATA office bearers and also those of other Black teachers' associations declared themselves in favour of compulsory education, particularly so that illiteracy could be combated. Dlamlenze (1976, p. 32) makes the point that the stress should not fall so much on "compulsion" as on the responsibility of the educational authorities to provide enough schools, trained teachers, books and all other school requirements in order to bring schooling within the reach of every pupil. He has the following to say about the danger of illiteracy arising from optional education: "In fact, we submit that it is dangerous to have large numbers of illiterate, unproductive and uncritical people who survive on charity. Ignorant people cannot look after themselves in an industrial, urbanized and technological society." He accordingly requested the education department to introduce compulsory education in certain districts where the necessary facilities were already available, or to

compel children who were already at school to remain there until they had reached a certain age or had passed a certain standard.

Phatudi (1965, p. 27) sees free and compulsory education as a prerequisite for eliminating illiteracy and juvenile crime. The Rev. O.S.D. Mooki (1967, p. 27) also regards compulsory education as, among other things, a counter-measure against juvenile crime in Soweto in particular. However despite the strong views about the necessity for compulsory education, the TUATA is warned in a speech by E.C.N. Motshekga (1968, p. 25) that, while the association advocates compulsory education on the one hand, it should satisfy itself on the other that, should compulsory education in fact be introduced, the parents in rural areas in particular would not reject it. Teachers would furthermore have to be trained properly to ensure the success of compulsory education. Kwakwa (1974, p. 17) states that the association's next priority should be the elimination of illiteracy: "In its large-scale organisation and administration of music competitions, TUATA has demonstrated admirable experience and efficiency, which should enable it to accept greater responsibility in the strife against illiteracy, which is a form of blindness afflicting the masses of our people.

"TUATA should give thought to the numerous Africans who are thirsting for knowledge but owing to circumstances beyond their control are denied the benefits of formal education."

4.2.3 The reduction of the teacher/pupil ratio

Overcrowded, unmanageable classes and the introduction of double-session tuition have been a great source of frustration to Black teachers over the years. As this problem is not limited to Transvaal schools, the TUATA has striven together with other teachers' associations for the abolition of double-session tuition.

In 1971 there were on average 58 children in every class in primary schools. In smaller towns this average was 61, and in rural areas it was 62. In secondary schools there were 49 pupils to every teacher. With the introduction of double-session classes the ratio jumped to one teacher for every 90 pupils. During a meeting in 1978 between the ATASA (in which the TUATA was represented) and the Minister of Bantu Education, Mr M.C. Botha, the minister estimated the ratio to be 1:47, and if double-session classes were disregarded, it was 1:41. He declared it was his department's policy to decrease the ratio by two children a year. At that stage it would have cost the country an additional R8 million a year to do so (Dlamlenze 1978, p. 30).

The introduction of double sessions in lower primary schools aggravated rather than ameliorated the problem. Schools were overcrowded and teachers were overworked. In a letter to TUATA P.E.O. Rikhotso (1960, p. 10) wrote that Black teachers were being overworked while good results were still expected of them. The school timetable had become a nightmare, disciplinary problems had increased, children did not reach schools in time because there was nobody at home to tell them when to leave for

school, and after a break of only 15 minutes between sessions the teachers had to teach the next 50 children with the same energy they had taught the previous 50, with no time left for attention to the needs of beginners (Editorials 1961, p. 5). Because double-session tuition did not meet the expectation of providing the maximum number of children with a basic education, all double-session classes were terminated at the end of 1979.

4.2.4 Bursary scheme for promising students

In 1961 the education committee of the TUATA investigated the possibility of an annual bursary scheme for pupils in secondary and postschool education (TUATA Education Committee 1960-1, 1961, p. 6). In 1965 an amount of R1 300 (R100 for each TUATA district) was made available for bursaries. This was in addition to the money made available for the book bursary and music scholarship. (One thousand three hundred Rand 1965, p. 2).

The Rand Bursary Fund, under the aegis of the TUATA, was founded in 1966 thanks to the work of principals and senior teachers in Soweto and on the East Rand. The primary objective of this bursary scheme was to counter the high dropout figure in secondary education by awarding bursaries to needy but gifted children. These bursaries were awarded strictly on merit and applicants had, among other things, to attend an interview, provide proof of scholastic achievement and furnish testimonials from their ministers. In 1966 the fund awarded bursaries of R20 each to 104 pupils (Rand Bursary Fund 1966, p. 14). In 1967, when the money available was R26 000, 640 bursaries were awarded to pupils in 31 secondary schools,

while 20 teaching students also received financial assistance (Rand Bursary Fund... 1967, p. 16).

In TUATA of December 1966, p. 4, it is mentioned that the TUATA's university scholarships enabled a number of teachers to obtain university training. An ambitious scheme was also started in Atteridgeville and Saulsville to provide free tuition from Sub A to Std 10. In addition to donations from the 40 founding members, every family in these two areas was called upon to contribute 25c a month to the fund through their monthly rent.

In 1968 R9 000 was collected for bursaries for needy students after an appeal by the Rand Daily Mail. An anonymous businessman donated R1 000, and a further R3 000 was collected by the University of the Witwatersrand. At that stage parents of high school children had to pay for their children's books as well as a further R6 to R10 in school and examination fees for the Junior Certificate examination (What others say 1968, p. 25).

In TUATA of October 1974 (p. 28) notice was given of university bursaries that were available and for which qualified teachers could apply. The bursaries for B.A. and, preferably, B.Sc. degrees would enable candidates to undergo teacher training at the university of their choice. In 1985 bursaries amounting to R12 750.00, were awarded by TUATA to 27 students at various universities (Mosenbe 1985, p.23).

Money for bursaries was also obtained from an unusual source, namely the Sunshine Tours TUATA Development Fund,

established when the TUATA received R726,50 from Sunshine Tours in 1979. The amount was made up from donations of 20c a pupil on long journeys and 5c a pupil on day journeys. In 1980 this amount was increased to R972. Sunshine Tours also paid an amount of R40 directly to the school concerned for every bus with 58 paying passengers on a long journey (Sunshine Tours donates...1981, p.15).

4.2.5 Establishment of music and choir competitions and participation in eisteddfods

(a) Choir and music

The contributions made by the TATA in the field of singing and music (cf. 2.8.4), which were enthusiastically continued by the TUATA, cover a wide field and cannot be valued too highly.

The TUATA regards music as an important part of a child's cultural and aesthetic development that leads to an understanding of his cultural heritage (Ramphisa 1982, p. 161). Music promotion is mentioned specifically in the TUATA's constitution (Article II(e); cf. 3.4): "To encourage and promote African literature, Art and Music and to hold



Mr T.M. Ledwaba (Chairman Music Committee)

from time to time exhibitions, shows and competitions relating to the above."

The importance attached to music and singing is clear from the following quotations: Khumalo (1965, p. 4) regards music as "the most unifying of all activities in the African community". The motto of the music committee of the TUATA is clear and unambiguous: "Take music to the TUATANS-regardless of cost" (Ledvaba 1975, p. 16). Ledvaba (1974, p. 11) says the following about the meaning of music for the individual and the community: "Music is an art, music is a therapy. People sing for so many divergent reasons: they sing when they are happy, and they sing when they are sad; they sing when they are enslaved, and they sing when they are freed; they sing in church, and they sing at war; they sing at funerals and they sing at weddings - and they will continue singing as long as they have a voice. Singing is an exercise that releases tension in the body and brings equilibrium (homeostasis). " This enthusiasm for music and choirs is also the reason why the TUATA has been accused of being too music-orientated and of owing its existence to music competitions (Editorial 1965, p. 3).

Besides promoting a love for singing and music in schools, the TUATA has also created opportunities for the optimal development of musical talent. With this in mind musical eisteddfods are organized on a provincial basis. These competitions are arranged according to the various schools' grading to ensure fair competition and include sections for girls' and boys' choirs as well as for mixed choirs. The procedure for holding a competition is the

following: A music committee of which the chairman is a member of the TUATA'S executive management, chooses various pieces of music for the competition. All the participating schools then compete by singing the same set pieces. The winning choirs qualify for the district competition (in which the various branches compete) and the winners in turn the zone, provincial and, finally, the national competition. This final round is organized by the ATASA (cf. 2.4.1.). Over the years the TUATA's winning through to and performance in the final rounds have been quite remarkable (Ramphisa 1982, p. 161).

(b)

Drama

In his presidential address in 1966 Khumalo (1966, p. 4) mentioned that much had already been achieved in getting music competitions firmly off the ground and that the time had come to pay attention to drama. Festivals involving competitions in the fields of music, drama and art should become part of cultural life. According to him, these festivals should last a week and be held during the school holidays.



Mr J.S.M. Khumalo

It was only on 1 March 1973 however, that drama festivals were introduced on an organized basis. On that day the

chairman of various cultural committees were invited to make suggestions with regard to the organization and teaching of drama and poetry in schools. Syllabuses for drama and poetry were compiled and sent to TUATA branches for forwarding to schools.

(c) Art

The first art exhibition in which the TUATA was involved was held in 1963. Maimane (1964, p. 10) wrote in the TUATA of October 1964 that the music competitions organized by the TUATA had been extremely successful and that they would continue to exist as a special feature of Black education. He also pleaded for art to be given a chance: "Now is the time for Arts and Crafts teachers to shine. The Music people are having the best of times. Why not the artists?"

According to Ramphisa (1982, p. 166) art had been neglected in schools largely because of a lack of interest and appreciation among Black teachers. He felt that even at the present time instruction in art did not receive sufficient attention and that the TUATA was not enthusiastic enough about arranging art exhibitions.

4.2.6 Establishment of early learning centres

The TUATA considers early childhood learning and the establishment of early learning centres as very important in education. The immensity of the task of these centres becomes clear if it is taken into consideration that there were 250 000 five-year old children in 1985 in the area resorting under the jurisdiction of the Department of Education and Training alone and that there were only

123 registered pre-primary schools in operation at that time (Meiring 1985, p. 13). In 1981 the TUATA did the spadework for the creation of "Early Childhood Centres" in the Transvaal. With this in mind the former Department of Bantu Education was approached to consider the actual establishment of such centres. The department was not in favour of establishing early learning centres, therefore the TUATA experienced problems in finding suitable sites and the necessary financial support.

Eventually the TUATA succeeded in obtaining a suitable site, outside the direct control of the former Department of Bantu Education, for the establishment of an early learning centre next to the Mngwenya College of Education at Kanyamazane in kaNgwane. Mr L.M. Taunyane the President of the TUATA, Mr Enos Mabuza, a former Chief Executive Councillor of kaNgwane and a former TUATA official, together with Mrs Alice Nkhi of A.B. Xuma Primary in Soweto all played an important role in the establishment of the centre.

The original project would have cost about one million rand. It was agreed in principle that the kaNgwane Government would match the TUATA's contribution on a rand for rand basis. As a result of the poor economic situation, a more modest structure had to be designed. The TUATA succeeded in collecting nearly R200 000 for this purpose. Mrs Oppenheimer was also approached by Mr Taunyane to help with the scheme.

This centre, which will have all the necessary facilities, will accommodate about 120 preschool children and

will, it is hoped, be opened early in 1987 (Early Learning Centre... 1986, p.2). The executive management of the TUATA decided to introduce the Montessori system of education at the centre (Taunyane 1982, p.1).

4.3 THE IMPROVEMENT OF THE STATUS AND WORKING CONDITIONS OF TEACHERS

Sooner or later the members of an association want to know what the association is doing and what it has achieved on behalf of its members. Individual members are particularly interested in what the association has done for them with regard to their conditions of service and working conditions. According to Douglas (1980, p. 3) the TUATA is no exception, and it is usually the young teachers who have recently completed their studies, as well as the frustrated older ones, who are highly critical. Often they are aware only of the TUATA's activities in the fields of singing and sport and they judge the association only by these achievements. To place the opinion members may have of the TUATA in perspective, Douglas compares the association to the Department of Education and Training, which is also continually criticized without receiving credit where this is due. An example is the lack of credit given for the improved quality of teachers' and pupils' lives during the previous decade, particularly with regard to increased salaries, the provision of textbooks, class readers, building facilities, the teacher/ pupil ratio, bursaries, fencing and furniture.

In view of the apparent ignorance about the activities of the TUATA, Douglas regarded it as his duty to draw atten-

tion to the results the association has already achieved - among other things a "legal aid scheme, cultural activities and charity".

The status of the teacher is a concept that should be seen in conjunction with his conditions of service and service benefits, particularly remuneration. Status is not only determined by external or physical factors: The teacher himself is to a great extent responsible for the status of his profession. To realize what the TUATA has accomplished in this regard it is necessary to look at the initiatives taken by the association over the years. The struggle for professional status for Black teachers dates back to the first years of the TATA. Since Black education came under the jurisdiction of the Transvaal Education Department in 1925, there has been a need for a clearly formulated policy for Black teachers. The aim has always been to bring their salary scales and conditions of service on a par with those of their White colleagues (Editorial notes and comments March 1932, p. 4). Under the Union Government the service conditions of Black teachers were determined separately by the various provincial authorities and were generally very poor.

In 1944, the year of the so-called Blanket Campaign (cf. 2.8.5 (b)), the status of the teacher came under particular scrutiny. Some time after the demonstration the then Minister of Native Affairs, Major P. van der Bijl, said the following on the subject of status at a TATA conference in Witbank on 5 July 1944: "At the same time, I would be failing in my duty to you if I do not point out to you, that a higher salary and a greater security,

do not in themselves confer a higher status. A man is judged, not by what he receives, but by what he himself gives, and a teacher is judged by his contribution to the welfare and moral development of the coming generation" (Address by the Minister 1944, p. 7).

It is difficult to give a full evaluation of the TUATA's role in education. Nor can the meaningfulness of the individual teacher's membership of the TUATA easily be determined because the association's activities cover too wide a field. It is, for example, not possible to summarize the assistance that has been given to individual members in various fields since 1957. However, in an effort to provide an idea of the way in which the TUATA serves the interests of the teacher, a few easily identifiable instances will be discussed.

4.3.1 Equal pay for equal work and qualifications

As far back as 1941 Phago (1941, pp. 11-12) said in a speech at Botshabelo that, while on the one hand the TATA strived for parity with the other population groups in the Union regarding pension benefits, salaries, study and sick leave, on the other hand it sought good mutual relations, particularly with Whites. He said the following about the positive signs of a new attitude: "There are already signs of better times coming. There is a definite change of attitude towards Native Welfare today which was not so ten years ago. For all this we are very grateful. Our own Government seems to be leading public opinion towards improving the African conditions and towards meeting African aspirations halfway".

In 1953 the slogan "Equal pay for equal work and qualifications, regardless of race or colour" featured prominently. There was also a call for equal educational facilities and syllabuses: "We stand for one South African nationhood in which white, black and yellow can share the fruits of universal education equally. We stand for a real democracy under which all South Africans will receive the same education controlled by the same State Department - the Union Educational Department" (Trends 1953, p. 2).

The Bantu Education Bill that was passed by Parliament in October 1953 was rejected by the association because it was based on apartheid and therefore 'discriminatory'. In terms of this bill Black education was transferred from the four provinces to the central government. Although this transfer was welcomed because of the greater uniformity that would be brought about, there was nevertheless dissatisfaction because Black education was in this way isolated from the education of the other population groups. The Department of Native Affairs under Dr H.F. Verwoerd assumed control of Black education with a policy of "letting natives develop along their own lines" (Popular myths exploded 1954, pp. 11-12). Black education was centralized in its own government department and the hope for parity in the near future with teachers from other population groups in other government departments waned.

Like other teachers' associations, the TUATA continued to negotiate equal salaries for equal work, qualifications and experience. Dlamlenze (1976, p. 32) says on the sub-

ject: "In the interest of quality in our schools, we shall never rest until the salary scales for all our teachers are equal on the basis of qualifications and experience with teachers of other racial groups in South Africa with whom we share the same stresses and strains". Auerbach (1973, p. 20), however, warned against the over-optimistic expectation that parity of salary with Whites would all of a sudden lead to generous remuneration for all Black teachers. The differences between the qualifications of White and Black teachers were so great that, even if salaries were put on a par on the basis of certain criteria, the majority of Black teachers would have to content themselves with much less - until they improved their qualifications.

4.3.2 Africanization of teaching

Since the time of Mission education senior posts in Black education (such as that of inspector) have, for various reasons been filled mainly by Whites. The most important reason was probably the lack of academically and professionally trained Black teachers with the necessary experience and background. Instead of filling vacancies with candidates who did not comply with the minimum requirements, the qualified White teachers were used. Black teachers were assured that this would be a temporary measure and that Whites would fill the posts only until suitable Black candidates became available.

With the changing conditions in education, the so-called "Africanization" of Black education has become a topical and controversial matter. Black teachers are convinced that, owing to the increased standard of teacher train-

ing, the fact that more teachers have attained the minimum qualifications for specific posts and also that more teachers are proving themselves in various fields, they can no longer be excluded from senior posts that have traditionally been filled by Whites. Ramphisa (1982, p. 212) refers to an ATASA memorandum of 27 September 1976 concerning the "Africanization of education" and objects as follows: "As time went on, more Black people qualified academically to head schools, yet the educational authorities continued to employ Europeans as headmasters and as teachers in most of the high schools and training colleges. Most of the teacher training colleges in the homelands and mainly in the White areas like Soweto are still headed by Whites." Zwane (1966, p. 11) agrees that Black teachers are equal to the task of filling posts previously occupied by Whites. He demands evolutionary changes, on the basis of which Black inspectors should be appointed with full responsibility for the education in their circuits.

The problem of too few qualified teachers has been aggravated by a movement of qualified Black teachers from education to the public service. Many well-qualified teachers have also taken up teaching posts in the national and independent states. The greater supply of well-trained teachers has also been neutralized by an increasing number of teachers accepting jobs in nursing, banking, radio and television and private sector (Rikhotso 1981, p. 3). In 1965, for example, it was estimated that more than half the clerks employed in the mining industry were qualified teachers (Qoboza 1965, p. 26).

The TUATA has always taken a strong stand on the Africanization of education, although at the same time it understands why teaching posts in Black education are sometimes filled by Whites. In a memorandum on 31 March 1966 the TUATA substantiated its point of view as follows: "We would like to place on record our appreciation for the work done by White teachers in the promotion of our education. We feel that the Bantu teacher should rise to the highest position in Bantu education. As long as we have White teachers as principals and vice-principals in our Bantu state schools, we feel that there is an opportunity for promotion that is denied the African teacher. This request is not made for the first time, and that should be indication of how deep this matter is in our hearts" (Ramphisa 1982, p. 212).

On 16 December 1983, in a further memorandum to the Director-General of the Department of Education and Training, Dr A.B. Fourie, the TUATA unambiguously stated its view on the employment of White teachers and headmasters in Black schools. On the one hand the association acknowledged that there were personnel shortages in Black education, inter alia because of the resignation of about 200 teachers in 1977 in Soweto and elsewhere, and it also realized that many of the older teachers were not adequately qualified. White teachers therefore filled an important gap and the work done by these teachers to improve the quality of Black education was appreciated. On the other hand, however, many problems were caused by the Afrikaans background of some of the teachers and also by their inability to teach subjects in English in predominantly English medium schools. The TUATA

felt that some White teachers taught in Black schools for the sake of quick promotion and the accompanying remuneration. Although these teachers were supposedly appointed on a temporary basis, they filled senior posts such as those of inspector, principal and departmental head, and therefore prevented Black teachers from being promoted and gaining valuable experience. White teachers also had limited time to spend on extramural activities and could not, like their Black colleagues, take charge of study periods on Saturdays and in the afternoons and evenings. Black teachers who sometimes had to travel long distances between their homes and their schools were not entitled to travel concessions and government cars as were their White colleagues. Concern was also expressed in the memorandum about differences in the way that Black and White teachers were treated and the strained social relations that sometimes existed between them. It was alleged that there was a tendency among White principals to pay more attention to White teachers and that they had a negative attitude towards the TUATA, which was carried over to Black teachers. Other bones of contention were the provision of better facilities, the allocation of sufficient qualified teachers and, in certain cases, more intelligent pupils to schools with White principals. Black principals often had to be satisfied with fewer "concessions", which led to internal strife in teaching circles. The teacher/pupil ratio was also better at Black schools with White principals, and the involvement of parents at these schools was limited to the minimum - often only to correspondence (Mayeza 1983, pp. 1-4).

An interview between a delegation from the TUATA and the Minister of Education and Training (Mr B.J. du Plessis), the Director-General (Dr A.B. Fourie) and the Deputy Director-General (Mr J. Nienaber) took place on 9 February 1984. The minister expressed his appreciation for the spirit of seriousness and dedication with which the memorandum had been submitted to him and said inter alia the following: "Selfishness is not to be tolerated. Certain individuals do transgress. No racist attitudes will be tolerated. If any person is identified he will be dealt with... We must also not expect the White teachers to be dedicated and bright and not ambitious... There is no job reservation in the DET. The DET is concerned that it has 'white islands' in its system of education and wishes to have a balance. These 'white islands' will be phased out" (Kotsane 1985, p. 9).

4.3.3 Improving the standard of teacher training

As was the case in 4.3.1, it is necessary to look at the progress made over the years to form an idea of the extent to which the standard of teacher training has improved. In Chapter 2 (cf.2.8.3) the factors that led to Black education lagging so far behind were discussed.

In order to place the TUATA's role in raising the minimum qualifications of teachers in perspective, the unsatisfactory standard of training for Black teachers should not be regarded as a problem peculiar to the Transvaal. The question received attention over a wide front and the ATASA and the Department of Education and Training (and its predecessors) realized the implications for education if teachers were not trained adequately.

In conjunction with the Department of Education and Training and teachers' associations in other provinces, much has been done by the TUATA during the past decade to eliminate the shortage of qualified Black teachers. In addition to providing bursaries for full-time study, the department has also encouraged private study by, for example, awarding an amount of R50 for each approved teaching-oriented degree course completed at Unisa (The African teachers... 1983, p. 9). In 1980 the Director-General of the Department of Education and Training announced a scheme in terms of which underqualified teachers with a Senior Certificate and two years' additional training could obtain a further two years' training by means of correspondence courses and lectures at certain study centres. After such training they would be able to teach school subjects up to the junior or senior secondary levels (Training scheme for teachers 1980, p. 16). Since 1981 Vista University has offered advanced instruction on a decentralized basis to teachers who want to improve their qualifications. The same facilities are offered by Unisa, while the Universities of the North (Turfloop), Fort Hare and Zululand offer full-time teacher training.

Since 1982 a Std 10 certificate has been the minimum requirement for prospective teachers for admittance to teachers' training colleges. Exceptions are made in certain cases if the colleges receive too few candidates with these minimum qualifications. At present the same entrance requirements apply to teaching students of all the population groups, and three years constitute the minimum time within which a teaching diploma for primary

education can be obtained. The emphasis falls on qualifying as many properly trained teachers as possible rather than building secondary schools without having enough teachers to staff them. Mokgokong (1970, p. 5) expressed himself in favour of such an approach as far back as 1970: "... and by littering the province with High Schools, are we not aggravating the already inadequate staff position and thus reducing the quality of our products?" He advocated a central high school for each state, for example Lebowa, and continued: "I can well picture the proposed structure - four or five storeys, fully equipped with libraries, modern laboratories for the biological and physical sciences and, above all, manageable classes - the staff to be drawn from all existing Secondary Schools in the neighbourhood. At present qualified men and women for these subjects are scattered all over the Republic and most of them are handling subjects for which they are not prepared or destined."

4.3.4 Establishment of a pension scheme

In The Good Shepherd of September 1946 E.F. Daniel (1946, p. 6) points out that the Cape Province already had a pension fund for Black teachers, but that no such scheme existed in the Transvaal. He says the following about the necessity for such a scheme: "I think even if these old chaps are willing to retire, they cannot do so, nor can the TED request them to, in view of the fact that there's no Pension for the Native Profession in our old Transvaal."

Ramphisa (1982, p. 185) makes the point that even before 1966 there had been no actual pension scheme or provision

fund for Black teachers in the Transvaal, although teachers had qualified for certain benefits in terms of the Government Service Pension Act of 1955:

- (a) Teachers retiring between the ages of 55 and 65 after a service period of 5 to 15 years received a small gratification.
- (b) Those with more than 15 years' service received annuities.
- (c) The dependents of teachers who died after 5 years' service also received a gratification.

The TUATA subsequently submitted a memorandum to the former Department of Bantu Education in 1966, requesting that Black teachers share all the benefits enjoyed by civil servants.

After receipt of this memorandum the department, in conjunction with the Department of Social Welfare and Pensions (Government Notice No. 2070 of 10/5/1968), decided to establish a pension fund subject to the following conditions:

Teachers would contribute 5 % of their pensionable salary to the fund. The government would contribute a further R1,50 for each R1 contributed by the teachers. Sixty would be the retirement age, but the government could bring this forward to 55 if circumstances required it (Gugushe 1977, pp. 30-32).

According to Mphahlele (1967, p. 13) two parties were involved in the establishment of the pension fund for Black teachers. They were the ATASA and the Department of Bantu Education: "The achievement is ours; the achievement shall always remain ours, the teachers are congratulated and the Department of Bantu Education is thanked. Teachers do recognise your achievements." This struggle for a pension fund had extended over more than 60 years.

Although everybody was very happy with the benefits of the pension scheme, the ATASA objected to the fact that teachers with temporary appointments also had to contribute. The matter was rectified and subsequently only teachers with permanent appointments contributed to the scheme (Ramphisa 1982, p. 192). The TUATA also deserves credit for its role in the establishment of a pension scheme for Black teachers.

4.3.5 Improvement of conditions of leave

The TUATA'S point of view has always been that the service conditions of Black teachers employed by the Department of Education and Training should be the same as those of other teachers employed by the various departments of education in the RSA (cf. 4.4.1). In addition to the disparity in the salaries of teachers from the various population groups, Black teachers were further aggrieved because their White colleagues working at Black schools were entitled to more leave benefits than they were.

After petitions by the TUATA, it was announced in Government Notice No. R2419 of 1973-12-21 that the three ex-

isting types of leave, namely special leave, study leave and sick leave as announced in Government Gazette No. 841 of 1955-4-22, were to be extended and that Black teachers would in future be entitled to the following leave benefits:

18. Vacation leave (accumulated leave for 12 days a year of uninterrupted service)
19. Study leave (leave after five years uninterrupted service to follow an approved field of study with full or half pay, depending on the number of days' leave to the teacher's credit)
19. A Examination leave (fully paid leave to write examinations).
B Isolation leave (fully paid leave for isolation in the case of contagious diseases)
C Continuity leave (unpaid leave for not longer than 12 months)
D Leave for urgent private affairs (without pay - the leave credit mentioned in Article 18 may be used for this purpose)
E Leave to attend approved short courses (special leave with full pay)
20. Sick leave (full pay for 90 days and half pay for a further 90 days during the first time-cycle)

In collaboration with the ATASA (cf. 3.5.1) the TUATA insisted on further leave benefits from the Department of Education and Training, for example for study leave with

full pay to encourage and to enable teachers to improve their qualifications (Dlamlenze 1976, p. 32). It was also requested that irrespective of their marital status female teachers taking maternity leave should be regarded as though on sick leave and paid accordingly. The ATASA maintained that these women generally had valuable teaching experience and that the profession could not afford to lose their services.

In terms of an announcement made by the department on 18 December 1973 Black teachers were granted the same leave benefits as their White colleagues as from 1 January 1974.

4.3.6 Legal Defence Fund (LDF)

The current aims of the LDF do not differ significantly from those formulated when the fund was established in 1920. The point of departure for this benefit fund was and still is "to act as a guardian of the teacher". The aim of the fund is to provide TUATA members with legal aid should they become involved in court cases with the authorities arising from the execution of their professional duties. Over the years the attorneys, Bowens (Bowen, Sessel & Goudvis), have advised Black teachers on legal matters and they are still providing this service for TUATA members (Douglas 1980, p. 3).

The nature and function of the LDF should be seen against the background of its historical development. When the fund was established during the Doornkop Conference in 1920, no official announcement was made immediately and no further details were provided. It was only two years

later, during the Luka Conference (1923), that the aims and objectives of the fund were formulated as follows by the ad hoc committee:

(a) Aims and objectives

1. To afford to members in accordance with regulations to be drawn up at the coming Conference, legal advice and assistance where action is necessary in matters arising out of their professional calling.
2. To enable the Association to obtain legal advice and to take any action when necessary on matters of interest to the teachers generally.
3. (a) That teachers holding Certificates or Letters of Exemption may not be deprived of them.
(b) That teachers may not be dismissed without due notice.
4. (a) That Conference decided upon a subscription of 20c per annum for each member of the Legal Defence Fund.
(b) Members of the TNTA (cf. 2.3.1.) shall only become members of the LDF by subscribing 20c.
(c) The LDF shall on no account provide protection for any teacher who has not paid his subscription.

(b) Officers

All the officers of the Association are ex officio members of the Legal Defence Fund. The first officers were:
Secretary : A. Lekgetha, P.O. Zoekmekaar; Treasurer :

S.M. Mphahlele, P.O. Box 182, Randfontein (Mphahlele, S.M. in T.G.S., September 1923, p. 8).

In The Good Shepherd of June 1929 (p. 14) the aims of the LDF are stated as follows: "To produce in accordance with the regulations hereafter set out both for its individual members and for the Association itself as a body, such legal assistance, advice, opinions or representation by or from Attorney or Council on all such criminal or civil matters as may arise from the professional calling of its members or from the nature of proceedings or objects of the Association or any Committee thereof or official out of a special fund to be termed 'The Legal Defence Fund'.

The TUATA of February 1973 (p. 6) contains a version of the constitution that differs somewhat from the one drawn up in 1923. In the amended constitution Kwakwa (1973, p. 7) gives the reasons for the establishment of the LDF as follows: "The aim of the teachers was to build an organisation that would offer dividends, inter alia, in the form of a sense of security or freedom of fear. Protection against anything that threatened to abridge the freedom of a teacher was uppermost in their minds when the idea of the LDF was first conceived. They had realised that the arch enemy of those who operated in isolation was fear. Persons conditioned to fear become the victims of inhibitions and immature thinking."

4.3.7 Common disciplinary code

The constitution of the TUATA (cf. 4.2) does not at present provide for an ethical or disciplinary code for its members. The absence of such a code ("like the SATC for

Europeans*) is regarded as a great shortcoming in Black education by Ramphisa (1982, p. 250): "In my opinion the non-existence of the code of ethics in TUATA is a serious anomaly which has to be rectified as soon as possible. I strongly recommend that TUATA as a powerful and active association for all black teachers in the Transvaal should think of having a code for its teachers." He then mentions the possibility of unwelcome interference by the authorities owing to the absence of just such a code for professional etiquette and disciplinary competence: "I fail to understand how TUATA disciplines its teachers when it has no code. TUATA will always fail to stop the educational authorities from interfering in the professional conduct of teachers since TUATA itself has no control over professional conduct and misconduct of its members." Ramphisa (1982, p. 253) subsequently suggests that all Black teachers in the four provinces of the RSA and the national and independent states should be affiliated with the Black Teachers' Federal Council.

Mahlaela (1976, p. 10) too feels that the establishment of a Black teachers' council with statutory powers merits urgent consideration by the TUATA. With reference to the government's approval of the establishment of the SATC for Whites in 1976 he writes: "TUATA must therefore press for such recognition and take earnest steps to be included in such a decision-making machinery. We also need legal powers for the Black teacher's professional status; we demand a Council which, among other things, will have a code of conduct, laws on training, working conditions, qualifications and remunerations, we must have a say in government policy on Black education. This is possible."

To place this matter in perspective it should be stated clearly that the TUATA is by no means averse to the establishment of a professional code of behaviour or a statutory association for Black teachers, but at the same time feels that such a professional code of behaviour should feature within a common teachers' council for all practising teachers in the RSA, irrespective of racial or ethnical differences (Consultations with Messrs Taunyane (President) and Masipa (General Treasurer) - 25 May 1984).

This aim corresponds with that stated in 1937, namely that education is education, irrespective of who the children are (Records of the work.. 1937, p. 18). It is firmly believed that a statutory association would serve the interests of all teachers, particularly Black teachers, best. Moreover such an association would, on account of its numbers, be able to negotiate controversial teaching issues such as a better salary dispensation more effectively. Relations between the population groups would also improve and a mechanism for effective liaison would be created. Such a common teachers' council would ensure that, as in the case of doctors, nurses and lawyers, all teachers in the RSA would be bound by the same professional and disciplinary code. The constitution of such a body would be in accordance with the national education policy as proposed in the HSRC Investigation into Education of 1981 (Human Sciences Research Council, Investigation into Education 1981, p. 198).

Because all teachers have a common goal, namely to educate and teach children, the primary professional aims

that unite them are stronger than the secondary differences that may divide them. If sportsmen can compete in one team for their country, irrespective of differences in colour and culture, there is no reason why teachers cannot all belong to one association or organization. Some South African universities have set an example in this regard by opening their doors to students of all population groups (Consultation with Messrs Taunyane (President) and Masipa (General Treasurer) - 25 May 1984). Dr Alex Boraine (MP) is quoted in the TUATA of December 1976 (p. 14) where he expresses himself in favour of one council for all teachers: "I believe that it is a tragedy that when one talks of a teacher body, it should be limited to one group. Teachers belong together."

4.3.8 Salary scales

As has already been said (cf. 4.2), it would be wrong to attribute the salary and service improvements won by teachers over the years and particularly recently to the initiative of the TUATA only. Other institutions such as the teachers' associations of the other provinces, the ATASA and the public sector itself were individually and jointly responsible for the salary increases that have been granted from time to time. The TATA (cf. 2.3.3(a) IV) negotiated a better salary dispensation for Black teachers with the same zeal during the period it existed. The Blanket Campaign (cf. 2.8.5 (b)) is a good example of this.

Nobody who was familiar with the TUATA'S activities, however, would fail to appreciate this association's role in

the struggle for better salaries. Ramphisa (1982, p. 199) remarks: "I am inclined to believe that the Department of Education and Training had in the past listened more to TUATA when it recommended the new salary scales than when TUATA recommended any other thing else. A review of records on salaries since 1948 revealed that every memorandum submitted by TUATA to the educational authorities was responded to positively. Although in most cases salary scales recommended by the Association were never implemented by the authorities it is revealed by records that at least an increment of some sort was always considered and implemented."

The backlog that developed in the salaries of Black teachers over a long period and the disparity between these salaries and those of teachers of other population groups can be seen clearly in the comparison drawn by P.E.O. Rikhotso in the TUATA of June 1962: "If a female Coloured or Indian teacher with Junior Certificate and two years training starts teaching on the same day with an African male with a degree and a University Education Diploma, their respective salaries show that the African male earns less than the Coloured or Indian female."

He continues: "I cannot understand this iniquitous disparity. I cannot understand, also, why our education is financed solely from taxation of the African and not from the general revenue to which the African contributes so much." Auerbach (1973, p. 21) took several factors into account when he formulated a basis for comparing the various population groups' salaries. With equal qualifications, Black teachers earned 45 % and Coloured teachers

66 and a half percent of the salaries of their White colleagues. This discrepancy in the salaries of Black teachers should be attributed to the system according to which Black education was financed from the taxes paid by Blacks. In 1965 the Minister of Black Education stated unequivocally that, if Black teachers wanted to be paid more, they had to tell their own people to pay taxes (From the press 1965, p. 26).

It would be a comprehensive undertaking to give a complete account of the repeated salary adjustments since the establishment of the TUATA in 1957 and is not necessary for the purposes of this chapter to do so. The progress made with regard to salary parity becomes clear if it is considered that Black teachers in Category C (three years postmatric) and higher on levels 1 to 6 have received the same salaries as their White colleagues since 1982. Since then it has also become much more worthwhile for Black teachers to improve their qualifications, or at least to obtain the minimum qualifications.

4.3.9 Employment of married women as teachers

In 1961 the TUATA organized a petition in protest against the education department's refusal to reappoint female teachers who married. This was the first protest action for which the signatures of teachers all over the Transvaal were obtained.

The extent of this action involving such a controversial matter was a surprise to the educational authorities. Although they did not comply with all the demands contained in the petition, significant concessions were

made. At the same time the morale of the members and the prestige of the association were enhanced.

This petition also showed that unconditional support was not obtained from all the members of the TUATA. Many teachers did not sign the petition, while others signed so illegibly that they could not be identified.

4.3.10 Social and cultural activities

Members of the TUATA are afforded the opportunity annually to compete in the fields of choir competitions, music, drama, ballroom dancing, soccer, basket ball and



Soweto Teachers' Choir

athletics. Sports matches are sometimes arranged against teachers' associations from other provinces, for example

the unforgettable match between the TUATA and OFSATA on 6 October 1973 in Bloemfontein (Bloemfontein Calling 1973, p. 14). TUATA choirs on occasion compete in national eisteddfods and also at international level. The Soweto Teachers' Choir of 100 members, for example, became famous throughout the country under the expert guidance of Jabulani Mazibuko. This choir took part in the International Musical Eisteddfod in Llangollen, Wales, for which purpose R100 000 had to be collected. Out of the 26 competing choirs, the Soweto Teachers' Choir was awarded third prize (Soweto's Grand Old Man ... 1980, p. 7; Soweto Teachers' Choir... 1980, p. 23). Beauty contests to find a Miss TUATA are held and educational tours by aeroplane, ship, bus and train are often arranged.



Miss Teboga Mokae
(Miss TUATA, 1984)

4.3.11 Services rendered to TUATA members

In collaboration with other teachers' associations, the TUATA has played a role in introducing various schemes for the benefit of Black teachers.

(a) Group insurance scheme

Some insurance companies such as Old Mutual and Colonial Mutual Life Assurance Society offer Black teachers a

group life insurance scheme at a reduced premium. It covers them against loss of life and injuries.

(b) Medical aid scheme

The Good Shepherd of June 1938 (p. 19) mentions the Provident or Benevolent Fund that members of the TATA can join.

In conjunction with other Black teachers' associations the TUATA established a comprehensive medical aid scheme, the Bonitas Medical Aid, on 1 January 1982. In January 1984 the scheme had 16 295 members from government departments and organized groups in the private sector. At its congress in Port Elizabeth from 3 to 5 January 1984 the ATASA recommended that membership of this scheme be made compulsory for all teachers assuming office in January 1985 (ATASA 1984b, p. 6). By October 1984 membership of the scheme had grown to 34 850, with an average monthly growth rate of 1 424 in 1984 (ATASA 1985, p. 5). In addition to the usual family members, the fund also makes provision for members' parents, the husbands of female members and the children of female members.

(c) Buy-aid scheme

Through the efforts of the TUATA a buy-aid scheme was established and teachers who are members receive credit when buying any of a wide range of goods.

4.4 CONCLUSION

In the almost 28 years of its existence the TUATA has often been criticized. In 4.3.5(a) it was mentioned that the TUATA is accused of being music-oriented and that the

association owes its existence to competitions. Although it has also received recognition for its initiatives, it does appear as if the TUATA is made the scapegoat for the dissatisfaction experienced in Black education. This should however be attributed to socio-economic, political and historical circumstances rather than to the administrative and organizational function of the association.

In the Sowetan of Friday 9 September 1983, for example, the TUATA was accused by a Mr Kambule of having abdicated its responsibility as its initiatives actually came from the ranks of students. He also accused the TUATA of being a mouthpiece of the Department of Education and Training. The TUATA'S response to these accusations reflects the true nature of the association: In a letter dated 12 September 1983 the TUATA's president replied as follows: "This is not true. TUATA is a responsible organization which fearlessly fights very hard for its members and for the welfare of the students in a responsible manner at all times and all levels. TUATA fights for a better deal in the education of the Black child. Perhaps Mr Kambule wants to see TUATA engage in boycotts, strikes and stone-throwing."

The TUATA's professional and dignified action in sensitive matters is beyond reproach. This became particularly apparent during and after the school boycotts in 1976-1977 when the TUATA decided to negotiate with the educational authorities and probe the actual causes of the unrest. Dialogue was preferred to support for activists, who disrupted education, destroyed facilities and, in the end, harmed the children.

Radical and leftist organizations have, according to Ramphisa (1982, p. 157), in the past accused the TUATA of being an ineffective organization because its approach to the educational authorities and the government of the RSA is non-violent, non-militant and supine. Ramphisa (1982, p. 157), for example, refers to the statement by a former President of AZAPO (Azanian People's Organization) in the Sunday Times Extra of 1979-10-14 (p. 3) in which he says the following about the TUATA: "TUATA should move away from its policy of 'collective bargaining'; stop asking for concessions from the educational authorities and start to make clearly defined demands." In its criticism of the TUATA, AZAPO is supported by the Committee of Ten and the Sowetan Teachers' Union.

Kwakwa's (1973, p. 8) view of the TUATA's role in sensitive matters is similar: "Although the Teachers' Association has never tried to arrogate to itself political powers or pretend to champion the cause of the African people in their struggle to gain freedom, it has always shown sympathy up to the point of professional permissibility." The philosophy of Taunyane (1981, p. 29), the current President of the TUATA, is that problems can be solved through other means than violence and rioting. "Through its policy of 'collective bargaining' and its continuous interaction with the educational authorities TUATA managed to maintain the most effective way of improving the rights of teachers in general. It also protected the interests of pupils and teachers at all times under all circumstances." This discussion of the role and approach of the TUATA is concluded with some remarks by Ramphisa (1982, p. 260), who researched the

interaction between the TUATA and the educational authorities between 1969 and 1979. He adds : "If we as members of TUATA want our association to have links with political parties, civic associations and trade unions we will have to amend our constitution accordingly."

4.5 FINAL REMARK

This research concerns Black education in the Transvaal from 1904 up to the present. From a research point of view, two phases during this period warrant comment, namely the beginning and the present:

- (1) Earlier (cf. author's preface) it was pointed out that all the data involved in this research could not be verified because important sources of information were lacking. There is an urgent need for a co-ordinated effort to obtain and catalogue such information.

As far as the collection of data is concerned, older teachers should be approached to donate valuable documents such as old issues of The Good Shepherd, circulars, etc. to the TUATA, which will in turn and with a view to future research probably hand them over to the Unisa Documentation Centre for African Studies. Many teachers who experienced the bitter and the sweet of the pioneering years are no longer, and those who are still alive are very old. The longer the delay in obtaining possibly irreplaceable information, the greater the loss will be in the end.

Historical researchers in particular can contribute greatly towards the publication of the information that

is available in the Unisa Documentation Centre for African Studies. Specialized research in this field could produce interesting results that could clarify matters that are still obscure at present. No cataloguing of undocumented sources, excluding official mouthpieces of the teachers' associations concerned, was done for this study.

- (2) Black education is at present experiencing a period of rapid development. Black teachers' associations have probably had to cope with more changes in the past ten years of their existence than in the preceding seventy years. Further changes in the near future, for example with regard to greater autonomy for Blacks in their own educational affairs, are also likely.

With this in mind the TUATA should carefully collect and preserve all details of negotiations and developments in which it is involved. This should be done in such a way that the mistakes of the past will not be repeated. The current expansion of Black education provides extensive information for future research, and this information must not be allowed to go astray.

BIBLIOGRAPHY

ACTION brought against inspector for R2 000: teacher alleges defamation. 1941. The Good Shepherd 13(27), June : 5.

ADDRESS by the Minister of Native Affairs at the conference of the Transvaal African Teachers' Association, at Witbank on Wednesday, 5th July 1944 at 10 a.m. 1944. The Good Shepherd 17(40), September : 5-9.

ADVISORY board for native education. 1933. The Good Shepherd 11(2), December : 4.

THE AFRICAN TEACHERS' ASSOCIATION OF SOUTH AFRICA. 1983. TUATA, January-June : 8-9.

AFRICAN teachers not fairly treated. 1938. The Good Shepherd 12(19), March : 13.

ATASA. 1985. Report presented on behalf of the national council to the annual conference of the association (63rd : 1985: Johannesburg).

ATASA. 1984a. ATASA'S education upgrade programme.

ATASA. 1984b. Report presented on behalf of the national council to the annual conference of the association (62nd : 1984 : Port Elizabeth).

ATASA Diamond Jubilee 1981. 1981. n.p.: African Teachers' Association of South Africa.

ATASA: 52nd annual conference. 1974. TUATA, February : 4-5.

AUERBACH, F.E. 1973. Three gaps in pay for Black teachers.

TUATA, August : 20-21.

BEHRENS, W. 1934. The Good Shepherd twenty-three years ago. The Good Shepherd 11(3), March : 23.

BLOEMFONTEIN calling. 1973. TUATA, August : 14.

BOTHA, A.S. 1975. In the Supreme Court of South Africa. TUATA, August : 4-11.

CONFERENCE resolutions. 1926. The Good Shepherd 4(1), September : 7-8.

CONSTITUTION of the Transvaal United African Teachers' Association.

DANIEL, E.F. 1946. Teachers' pension-age and pensions. The Good Shepherd 18(60), September : 6.

DEATH of our supervisor. 1927. The Good Shepherd 5(2), December : 12-13.

DIAMOND jubilee diploma recipients: 1906-1966 (60 years). 1966. TUATA, September : 21.

DLAMLENZE, H.H. 1978. ATASA reports back. TUATA, January-June : 29-31.

DLAMLENZE, H.H. 1976. Memorandum submitted to the Secretary for Bantu Education, Pretoria. TUATA, December : 31-32.

DLAMLENZE, H.H. 1956. General secretary's tours: Sabie visit. The Good Shepherd, June : 7.

DOUGLAS, T.M. 1980. Editorial. TUATA, January-April : 3.

EARLY learning centre under way. 1986. TUATA, August : 2-3.

EDITORIAL. New structure for Bantu education. 1973. TUATA,
February : 3-5.

EDITORIAL. 1965. TUATA, December : 2-3.

EDITORIAL (1923-1948). 1948. The Good Shepherd 19(69), June : 2.

EDITORIAL. Teachers' salaries. 1943. The Good Shepherd 16(34),
March : 3-4.

EDITORIAL. The TED and the TATA. 1940. The Good Shepherd
13(28), September : 5.

EDITORIAL. 1936. The Good Shepherd 11(12), June : 4.

EDITORIAL notes and comments. 1932. The Good Shepherd 9(3),
March : 4.

EDITORIAL notes and comments. 1931. The Good Shepherd 8(4),
June : 4.

EDITORIALS. 1961. TUATA, December : 3-6.

EDITOR'S notes and comments. 1936. The Good Shepherd 11(11),
March : 4-5.

EDUCATION of Natives. 1935. The Good Shepherd 11(9), September :
4-5.

DR W. EISELEN'S tribute to the late Mr T.P. Mathabathe. 1944.
The Good Shepherd 17(38), March : 5-6.

FROM the press. 1976. TUATA, December : 13-19.

FROM the press. The world (1965-07-07). 1965. TUATA,
September : 26-27.

FROM the report of the Native Affairs Department, for the years
1922-1926. Native education. Transvaal. 1927. The Good
Shepherd 5(2), December : 6-11.

THE GREAT 1944 teachers' demonstration. 1956. The Good Shepherd,
June : 9-11.

GUGUSHE, R.N. 1977. Advisory Council for Bantu Education. TUATA,
January-March.

HERE and there. 1931. The Good Shepherd 8(4), June : 8-9.

HLAHLA, S.R.M. 1976. But the TUATA rose to the occasion. TUATA,
January-March : 10.

KHUMALO, J.S.M. 1966. Presidential address. TUATA, September : 3-5.

KHUMALO, J.S.M. 1965. The president speaks. TUATA, December : 4-5.

KOTSANE, S.J. 1985. Report of the interview with the ministry of the
Department of Education and Training: 9 February 1984. In: ATASA
ANNUAL CONFERENCE (63rd : 1985 : Johannesburg). Report. n.p.:
TUATA.

KUMALO, M.B. 1974. Past presidents of the TATA/TUATA. TUATA,
February : 10.

KUNENE, A.A. 1935. The Central District Association. The Good
Shepherd 11(7), April : 6-7.

- KWAKWA, S.P. 1974. Show the light. TUATA, February : 16-17.
- KWAKWA, S.P. 1973. Freedom and the teacher. TUATA, February : 6-8.
- KWAKWA, S.P. 1956. TATA golden jubilee: president's message. The Good Shepherd, June : 1-3.
- KWAKWA, S.P. 1936. Pretoria African eisteddfod. The Good Shepherd 11(14), December : 10-11.
- LEDWABA, T.M. 1975. Music and the changing scene in education. TUATA, October-December : 16-17.
- LEDWABA, T.M. 1974. Comments on the circular above (music competition). TUATA, May : 10-11.
- LEKGETHA, J.M. 1948. Meritorious record. The Good Shepherd 19(69), June : 4.
- LEKGETHA, J.M. 1947. The TATA must take stock of itself. The Good Shepherd, June : 7-9.
- LEKGETHA, J.M. 1931. The Great North and how it started. The Good Shepherd 8(4), June : 6-7.
- LESHOAI, L. 1958. Returning to the old ways. TUATA, June : 4-5.
- LESOLANG, S.J.J. 1944. Presidential address to the 38th annual general conference. The Good Shepherd, September : 2-5.
- MADIBA, M.J. 1931. Remarks on the GSM. The Good Shepherd 9(9), December : 11.

- MAFOLE, E. 1956. The TATA splits at Pietersburg, July, 1950.
The Good Shepherd, June : 11-12.
- MAHLAELA, G.S. 1976. Speak up ... odds and ends. TUATA,
December : 10-12.
- MAIMANE, E.F. 1964. TUATA art exhibitions - 1965. TUATA,
October : 10-11.
- MAIMANE, H.M. 1944. African education and religious instruction.
The Good Shepherd 17(39), June : 7-9.
- MANNE, D.P. 1947. "The Good Shepherd". The Good Shepherd
18(64), March : 11.
- MAROLEN, D.P.P. 1972. Freedom and discipline in education.
TUATA, October : 14-18.
- MASEKO, S.H. 1944. Extracts from the vote of thanks proposed by
Mr S.H. Maseko to the Hon. Minister for Native Affairs. The
Good Shepherd 17(40), September : 9-11.
- MATHABATHE, T.P. 1936: The South African Native Teachers'
Federation. The Good Shepherd 11(14), December : 7-8.
- MATHABATHE, T.P. 1931. Looking backward and forward. Some
gleanings of the work of the Transvaal African Teachers'
Association. The Good Shepherd 8(4), June : 5.
- MATSETELA, J.T. 1975. Be informed: the TUATAN. My courtesies
to the North-East district. TUATA, February : 14-15.

- MAYEZA, B.L. 1983. Memorandum on White teachers/principals in Black schools. n.p.: Transvaal United African Teachers' Association.
- MBATA, J.C.M. 1941. "Aims and policies" of Native education. The Good Shepherd 15(29), December : 8-9.
- MEIRING, D.H. 1985. The teaching profession and politics. Address on the occasion of the 79th annual conference of TUATA. TUATA, July - December : 9-15.
- MEMORANDUM on plea for higher salaries for African teachers in the province of the Transvaal. 1942. The Good Shepherd 15(30), March : 6.
- MKHUZANGWE, A.T. 1982. TUATA: a brief perspective and introspection. TUATA, July-December : 21-23.
- MLAHLEKI, M.I. 1942. The Pretoria African eisteddfod: a brief review of its progress. The Good Shepherd 15(30), March : 15.
- MOOKI, O. 1967. Interview with Rand Daily Mail (1967-09-20). TUATA, December : 72.
- MOKGOKONG, P. 1970. The education of the African in a changing society. TUATA, March : 4-6.
- MOLEPO, M.K. 1942. Presidential address. The Good Shepherd 15(32), September : 9.
- MOLEPO - ACHTERBERG case. 1956. The Good Shepherd, June : 4-5.
- MONEHI, H.W. 1937. A letter to His Honour the Administrator, Transvaal Province. The Good Shepherd 11(16), June : 18.

- MOSENEKE, S.J. 1985. Report: Education Committee: Sept. 1984 - Sept. 1985. TUATA, July - December : 22-23.
- MOTSEPE, C.A.R. 1958. Know thyself. TUATA, June : 2-3.
- MOTSHEKGA, E.C.N. 1968. Quoted in Rand Daily Mail (1968-05-02). TUATA, December : 25.
- MPAPELE, A.E. 1937. Departmental magazine or The Good Shepherd magazine. The Good Shepherd 11(16), June : 12-13.
- MPHAHLELE, D.M. 1967. Teachers: recognise your achievements. TUATA, September : 13-14.
- MPHAHLELE, D.M. 1958. The birth of TUATA. TUATA, June : 9.
- MPHAHLELE, E. 1952. The struggle for unity. The Good Shepherd, June : 3.
- MPHAHLELE, S.M. 1944. Tlaoeng Phekgudi Mathabathe. The Good Shepherd 17(38), March : 4-5.
- MUSI, I. 1948. Women's part in the TATA. The Good Shepherd, March : 27.
- NHLAPO, J. 1937. Teachers' conferences. The Good Shepherd 11(15), March : 7.
- NOTES and comments. 1926. The Good Shepherd 4(1), September : 1-2.
- ONE purposeful step forward (editorial). 1970. TUATA, March : 2-3.

ONE thousand three hundred Rand bursaries. 1965. TUATA,
September : 26.

OUR new supervisors, Transvaal. 1928. The Good Shepherd,
March : 5-7.

PALMER, W.A. 1948. A message from Dean W.A. Palmer. The Good Shepherd 19(69), June : 2-4.

THE PASSING Of Mr Edward Mpe. 1934. The Good Shepherd 11(3),
March : 18.

PAST presidents of the TATA/TUATA. 1974. TUATA, February : 10.

PETENI, R.L. 1983. The Transvaal. TUATA, January-June : 16-22.

PETENI, R.L. 1981. Message from R.L. Peteni: President. In:
ATASA Diamond Jubilee 1981. n.p.: African Teachers' Association
of South Africa.

PETENI, R.L. 1979. Towards tomorrow: the story of the African Teachers' Associations of South Africa. Morges: World
Confederation of Organizations of the Teaching Profession.

PHAGO, E.M.J. 1966. A short review of the history of the
Teachers' Association in the Transvaal. TUATA, December : 7-14.

PHAGO, E.M.J. 1941. The new order in education. The Good Shepherd 15(29), December : 11-12.

PHAGO, E.M.J. 1931. The Eastern Branch. The Good Shepherd
8(4), June : 11.

- PHATUDI, C.N. 1965. From the press. Interview (Post Reporter, Johannesburg). TUATA, September : 26-28.
- PHOKENG conference. 1923. The Good Shepherd 1(1), September : 3-4.
- THE POOR teacher. 1932. The Good Shepherd 9(6), December : 4.
- POPULAR myths exploded. 1954. The Good Shepherd, February : 11-13.
- A PRESENT to Mr T.P. Mathabathe. 1925. The Good Shepherd 2(3), March : 8.
- PRESIDENTIAL address. 1923. The Good Shepherd 1(1), September : 4-6.
- PROMISED support. 1933. The Good Shepherd 11(2), December : 17.
- QOBOZA, P. 1965. School crisis worsenes: classes of 50 pupils are common (The World, 1965-07-07). TUATA, September : 26-27.
- RAAD VIR GEESTESWETENSKAPLIKE NAVORSING. Onderzoek na die Onderwys. Hoofkomitee. 1981. Onderwysvoorsiening in die RSA: Verslag. Pretoria. (Educ: 1)
- RADEBE, L.L. 1936. Editor's chair. Scales of salary. The Good Shepherd, December : 4.
- RAMPHISA, F.M. 1982. The interaction between TUATA and educational authorities: 1969-1979. Unpublished.
- RAMPHISA, F.M. 1981. The role played by a teachers' organization in a country. TUATA, January-June : 42-43.
- RAMUSHU, E.D.N. 1942. A Native teacher's plight. The Good Shepherd 15(30), March : 11.

RAND bursary fund. 1966. TUATA, May : 13-16.

RAND bursary fund tit-bits. 1967. TUATA, September : 26.

RATHEBE, J.R. 1956. Transvaal African Teachers' Association:
a short history. The Good Shepherd, June : 3-5.

RECORD of the work of the Transvaal African Teachers' Association
(1906-1937). 1938. The Good Shepherd 12(19), March : 21-25.

RECORD of the work of the Transvaal African Teachers' Association
(1906-1937). 1937. The Good Shepherd 11(18), December :
15-22.

REPORT of the committee and of the secretary for the year
1922-1923: petition. 1923. The Good Shepherd 1(1), September :
6-10.

REPORT of the Director of Education. 1931. The Good Shepherd
9(9), December : 3-4.

RESIGNATION of chief inspector. 1947. The Good Shepherd
18(66), September : 8-9.

RIKHOTSO, P.E.O. 1985. Report on the editorial committee.
TUATA, January-June : 37-39.

RIKHOTSO, P.E.O. 1981. Editorial. TUATA, January-June : 3.

RIKHOTSO, P.E.O. 1962. Letter to the editor. TUATA, June : 36.

RIKHOTSO, P.E.O. 1960. Letter to the editor. TUATA, December :
10-11.

- SCHOOL doors closed to African children. 1942. The Good Shepherd 15(32), September : 5-6.
- SENYATSI, C.P. 1974. Let the light shine on our pioneers. TUATA, February : 6.
- THE SOUTH African Native Teachers' Federation. 1934. The Good Shepherd 11(3), March : 7-9.
- SOWETO teachers choir competition results at the Llangollen musical eisteddfod in Wales. 1980. TUATA, May-August : 23.
- SOWETO'S grand old man of music. 1980. TUATA, January-April : 7,37.
- SUID-AFRIKA. Departement van Onderwys en Opleiding. 1980. Status van die opvoeder.
- SUNSHINE tours donates R972,00 to TUATA. 1981. TUATA, January-June : 15.
- TATA golden jubilee year (1906-1956). 1956. The Good Shepherd, February : 3-5.
- TAUNYANE, L.M. 1982. Correspondence with Mrs O. Oppenheimer with regard to the establishment of early learning centres (1982-06-03).
- TAUNYANE, L.M. 1981: Teachers who walk the razor's edge: interview with The Star. TUATA, January-June : 29.
- TAUNYANE, L.M. 1977a. An appeal to all teachers. TUATA, April-June.

- TAUNYANE, L.M. 1977b. Unisa Documentation Centre for African Studies. TUATA, April-June.
- THOMPSON, J.M. 1980. What does WCOTP do? TUATA, May-August : 11-12.
- THREE "cuts" but only one restoration: salary complaint of Native teachers. 1938. The Good Shepherd 12(19), March : 12-13.
- TIME to act (by "The old king"). 1942. The Good Shepherd 15(30), March : 11.
- TRAINING scheme for teachers. 1980. TUATA, May-August : 16.
- TRENDS. 1953. The Good Shepherd, September : 2.
- TUATA Education Committee (1960-1). 1961. TUATA, June : 6.
- TWALA, T.H. 1931. Fort Hare vacation course. The Good Shepherd 9(9), December : 8.
- UNVEILING of late Mathabathe's tombstone. 1949. The Good Shepherd 19(73), June : 5-7.
- WCOTP 23rd World Assembly. 1974. TUATA, October : 29-34.
- WHAT others say. Rand Daily Mail (1968-04-01). 1968. TUATA, December : 23-25.
- THE YOUNG teacher and the "salary cuts". 1938. The Good Shepherd 12(20), June : 19-20.
- ZWANE, I.E. 1974. Rustenburg district special conference (March 30, 1974). TUATA, May : 9-10.

ZWANE, I.E. 1972. Flights of fancy. TUATA, August : 6-7.

ZWANE I.E. 1966. Memorandum submitted to the regional directors of Bantu education Northern Transvaal region and Southern Transvaal region, 31st March, 1966. TUATA, May : 10-13.